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ABSTRACT

The project's basic goals were to develop and implement a comprehensive program with a potential for statewide implementation, incorporating career education philosophy, and provide a means for other school districts to assess the worth of career education and develop techniques for implementing their own programs. Product objectives outlined the types of student outcomes which are career education objectives. Process objectives detailed the educational strategies and techniques to be used in achieving desired student outcomes. Project objectives provided a system of events leading to the accomplishment of both the product and process objectives. The program was to be implemented through the existing curriculum by all teachers, kindergarten through high school. It was felt the project made a major contribution to the statewide increase in career education awareness and interest. A 50-page external evaluation utilizing computer monitoring of the PERT schedule concluded that the process and project objectives had been met. A second, 30-page, external evaluation of product objectives, based on pre- and post-tests, was inconclusive. (AG)

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ED 089102

RESEARCH and DEVELOPMENT PROJECT in CAREER EDUCATION

BATESBURG - LEESVILLE
SOUTH CAROLINA

FINAL REPORT

CE 001 160

FINAL REPORT

OF

RESEARCH AND DEVELOPMENT PROJECT

IN

CAREER EDUCATION

SOUTH CAROLINA DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

CHARLIE G. WILLIAMS
DEPUTY SUPERINTENDENT OF EDUCATION
INSTRUCTION DIVISION

JULY 1973

FINAL REPORT

Project No. V261009L
Grant No. OEG-0-72-0802

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

L. L. Lewis
State of South Carolina, Department of Education
Office of Vocational Education
Rutledge Building
Columbia, South Carolina 29201

July 13, 1973

FINAL REPORT

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July 13, 1973

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Research and Development Project in Career Education
Lexington School District Three
January, 1972-July, 1973

I. SUMMARY OF THE REPORT

On January 13, 1972, the South Carolina State Department of Education received a grant from the U. S. Office of Education to plan and implement, in conjunction with Lexington County School District Three, a research and development project in Career Education. Although this project was originally scheduled to end July 13, 1973, the United States Office of Education granted a sixty-day extension to allow for the effective conclusion of certain project activities. In addition, a second grant has been awarded to this project which will continue its operation through November 30, 1974. This report will cover the first eighteen months of the project, January 13, 1972 through July 13, 1973.

The basic goal of the project was to develop and implement a comprehensive program that incorporated the fundamental philosophy of career education and that had the potential for state-wide implementation. A second major goal was to provide, through this project, a practical example of a career education program in order to assist other school districts in assessing the worth of career education and in developing techniques of implementing such a program.

In order to reach these basic goals, three types of objectives were developed. The product objectives outlined the types of student outcomes that career education strives to achieve. These product objectives deal with the kinds of behavior students must demonstrate in order to make a rational personal career decision and then to pursue that decision successfully. The kinds of areas emphasized by these objectives include job information, economic understanding, work habits and attitudes, basic educational skills, decision-making, and self understanding.

The second type of objectives developed were process objectives which detail the educational strategies and techniques to be used in achieving the desired student outcomes. Essentially, these process objectives served to define the minimum educational activities to be implemented through the project.

The final type of objectives were project objectives. These objectives provided a system of events that would lead to the accomplishment of both the product and process objectives. The project objectives were the actual impelmentation strategy of the overall project, i.e., the administrative "how to."

Although the development and planning of the project was a joint effort between the South Carolina Department of Education and Lexington County School District Three, the responsibility for implementing the planned project belonged to the local district.

I. SUMMARY OF THE REPORT cont'd

As planned, the career education effort was to be implemented through the existing curriculum by all teachers, kindergarten through high school. The particular methods used to accomplish this implementation and to achieve the process objectives varied with each building's organization and each teaching group's particular style.

Within the district, the responsibility for coordinating the implementation was delegated to a career education staff consisting of a director, a guidance coordinator, an implementation aid, and a secretary. The director and his staff, under the direct supervision of the superintendent, worked with principals, teachers, and counselors in planning, preparing, and implementing learning activities.

The state educational agency provided a project coordinator to assist and support the local effort. The project coordinator also assumed responsibility for federal reporting, coordinating the evaluation, and disseminating information about the project on a state and national level. In addition, the coordinator represented and attempted to further career education within the State Department of Education.

As a result of these overall efforts, the project did involve all teachers in reaching all students in the pre-determined minimal educational activities. All but one of the fifteen major process objectives were fulfilled, some to a greater extent than others. Of the eighty-six project objectives, eighty-three have been completed, leaving only three project objectives unachieved. In addition, it should be noted that, as the project progressed throughout the year, the needs of students, teachers, and administrators required that other less formal process and project objectives be developed and achieved.

In the area of product objectives, it is not possible to assess what, if anything, has been achieved. Although test scores reflect no change, teachers and principals maintain that student behavior has changed positively in the pre-determined areas as a result of project activities; however, the only firm evidence to suggest that career education has benefited students is the district's decision to continue and expand the career education activities next year at a reduced level of outside funding.

Within the eighteen months that this project has been in operation, there has been a marked increase in the level of awareness of and interest in career education throughout the state and within the state educational agency. Although it is difficult to determine how much of this increase is directly attributable to this project, it would appear likely that the project did make a major contribution to the increased awareness and interest.

I. SUMMARY OF THE REPORT cont'd

More apparent is the project's direct contribution to the state's general understanding of career education. As an end product of this year's project operations, the State Department of Education is developing a slide/sound presentation that documents the planning, implementation, activities, and outcomes of the career education project. Multiple copies of this presentation will be available to school districts throughout the state. In addition, similar projects are arising across the state. The South Carolina Department of Education stands ready to serve as a coordinating, resource agency for these projects. The ultimate goal is to refocus the curriculum across the state toward a career education concept.

II. PILOT PROJECT IN CAREER EDUCATION-PROBLEM AREA

In September, 1971, the South Carolina Department of Education Director of Vocational Education, received notice from Dr. S. P. Marland, Jr., United States Commissioner of Education, United States Office of Education, regarding the supplemental $161,613.00 allocation for vocational education research in South Carolina. South Carolina's letter of assurance, dated October 15, 1971, cited the following intention:

> We intend to establish South Carolina's Part C demonstration, testing, and development project in Lexington County School District Three, Batesburg, South Carolina. Lexington School District Three is typical of many of South Carolina's rural school districts, primarily rural with community activities revolving around a small town. Lexington County employment represents 2.38 percent of total state employment. School drop-out rate ran 35.6 percent last year as compared with the average state rate of 50.4 percent. Of a total high school graduating class of 87 students, 27 freshmen reported to college (32%). ...The need now is to expand pre-vocational (exploratory) and intensive occupational training at the high school level, develop and implement a career awareness program at the middle and elementary levels and improve the guidance and counseling program at all levels.

On January 13, 1972, the South Carolina State Department of Education was awarded a grant from the United States Office of Education to plan and implement, in conjunction with Lexington School District Three, a research and development project in career education. The basic goal of the project was to develop and implement a comprehensive program that incorporated the basic philosophy of the concept of career education and that had the potential for state-wide implementation.

II. PILOT PROJECT IN CAREER EDUCATION-PROBLEM AREA cont'd

In the development of the project, research information available through the Educational Resources Information Center (ERIC) was secured and studied by the State Department Project Coordinator. In addition, on-site visitations of operating projects were made. The major strengths of individual programs, e.g., South Carolina Region V, Lancaster, South Carolina; Anne Arundle County, Annapolis, Maryland; Cobb County, Marietta, Georgia, were incorporated into South Carolina's plans for its pilot program.

III. GOALS AND OBJECTIVES

The three basic project goals established were:

A. To develop a Career Education Program in Lexington School District Three that has the potential, practically and economically, for state-wide implementation.

B. To demonstrate and measure the effectiveness of Career Education with regard to achievement of stated objectives.

C. To develop an informational handbook and audio-visual supplement for utilization by other school districts in establishing a "workable" Career Education program.

In order to reach these basic goals, three types of objectives were developed. The product objectives outlined the types of student outcomes that career education strives to achieve. These objectives deal with the kinds of behavior students must demonstrate in order to make a rational personal career decision and then to pursue that decision successfully. The kinds of areas emphasized by these objectives include job information, economic understanding, work habits and attitudes, basic educational skills, decision-making ability, and self-understanding.

The second type of objectives developed were process objectives which detail the educational strategies and techniques to be used in achieving the desired student outcome. Essentially, these process objectives served to define the minimum educational activities to be implemented through the project.

The final type of objectives were project objectives. These objectives provided a system of events that would lead to the accomplishment of both the product and process objectives. The project objectives were the actual implementation strategy of the overall project, i.e., the administrative "how to."

The following outline illustrates tersely and specifically the product and process objectives employed:

PROGRAM OBJECTIVES

A. GRADES 1-6 COMPONENT

1. Product Objectives

EACH STUDENT WILL:

a. have a knowledge and understanding of the economic, social, and personal importance of work.

b. understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.

c. show an awareness of the need for basic educational skills in the world of work.

d. know and practice the desirable habits and attitudes that are needed in the world of work.

e. practice decision making and simulate career selection.

f. demonstrate a positive self-image and attitude toward others.

g. have an awareness of his interest.

2. Process Objectives

a. Teachers will develop four (4) career education units for use during 1972-73 school year, that:

(1) will encompass all occupational cluster groups (Service, Business, Science, and Communications) and show the relationship between them.

(2) will be integrated with all subject matter to emphasize the relationship of and need for basic skills in the world of work.

(3) will provide activities to emphasize desirable habits and attitudes for life and work.

(4) will provide individual and group activities that enhance occupational aspirations, student concept of self, and, student ability to get along with others.

(5) will provide each student the opportunity to participate in activities for the evaluation of career interests and aptitudes.

(6) will incorporate extensive use of audio-visual materials in career education.

2. Process Objectives cont'd

(7) will provide activities for students to plan parts of each unit and simulate a career choice related to each unit.

(8) will provide community involvement activities to take student into the working world.

b. Teachers will evaluate each unit, with regard to instructional techniques and process activities in relation to their effectiveness in producing established product objectives.

B. GRADES 7-9 COMPONENT

1. Product Objectives

EACH STUDENT WILL:

a. have a knowledge and understanding of the economic, social, and personal importance of work.

b. understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.

c. understand the need for basic educational skills in the world of work.

d. know and practice the desirable habits and attitudes that are needed in the world of work.

e. practice decision making and narrow career choices.

f. demonstrate a positive self-image attitude toward others.

g. have a knowledge and understanding of his interests, abilities, values, and needs.

h. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.

i. have a basic understanding of the consequences of his career choice(s).

2. Process Objectives

a. Teachers will develop four (4) career education units for use during the 1972-73 school year, that:

(1) will provide for the exploration of all occupational clusters at the 7th and 8th grade level and will relate basic subject matter to each cluster studied.

PROGRAM OBJECTIVES cont'd

2. Process Objectives cont'd

(2) will provide for the in-depth study of all occupational clusters, and relate basic subject matter to those clusters at the 9th grade level.

(3) will focus upon the need for basic skills in the world of work.

(4) will provide activities for students to learn desirable habits and attitudes for life and work.

(5) will provide activities for students to practice decision making and narrow career choices.

(6) will provide individual and group activities that enhance occupational aspirations, student self-concept and the ability to get along with others.

(7) will provide activities for students to explore and assess their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices.

b. Teachers will evaluate each unit, with regard to the effectiveness of instructional techniques and process activities in producing established product objectives.

c. Teachers will relate course material to career preparation and the world of work.

d. Teachers, counselors, and project staff will provide students with the opportunity to explore in-depth five (5) chosen clusters.

e. Project staff will provide ninth graders with a supplementary exploration program during the first six weeks period.

C. GRADES 10-12 COMPONENT

1. Product Objectives

EACH STUDENT WILL:

a. have a knowledge and understanding of the economic, social, and personal significance of work.

b. understand the range, nature, and relatedness of all work.

c. understand the need for basic educational skills in the world of work.

d. know and practice the desirable habits and attitudes that are needed in the world of work.

PROGRAM OBJECTIVES Cont'd

1. Product Objectives cont'd

   e. demonstrate a positive self-image and attitude toward others.

   f. have a knowledge and understanding of his interest, abilities, values, and needs.

   g. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.

   h. have a basic understanding of the consequences of his career choice(s).

   i. narrow his career choices to one occupational area and make a decision between a vocational or a college preparatory program.

   j. plan an educational program appropriate for his career choice.

   k. be placed in a job or a higher education program following termination from school.

2. Process Objectives

   a. Teachers will relate course material to career preparation and the world of work.

   b. Teachers will develop four (4) career education themes for individual projects, that:

      (1) will provide for in-depth exploration of chosen occupational clusters.

      (2) will provide for group activities that illustrate the range, nature, and relatedness of all work.

      (3) will focus upon the need for basic skills in the world of work.

      (4) will provide an opportunity to learn the desirable habits and attitudes for chosen careers.

      (5) will allow students to explore their feelings about themselves and others and to relate these feelings to their total life plans.

      (6) will allow students to explore chosen careers in terms of their own interests, abilities, needs, and values.

      (7) will allow students to learn the consequences of their career choices.

PROGRAM OBJECTIVES cont'd

2. Process Objectives cont'd

c. Teachers will evaluate each project, with regard to the effectiveness of themes, instructional techniques, and process activities in producing established product objectives.

d. Project staff will provide 10th graders with a supplementary exploration program during the first six weeks period.

e. Guidance personnel will develop and operate an intensive career guidance course for the 10th graders.

f. Guidance personnel will develop and implement career guidance techniques for those 11th and 12th graders who need assistance in choosing a career and planning for it.

g. Project staff will provide opportunities for students to explore their chosen careers outside the school setting.

h. Project staff and guidance personnel will provide for the placement (employment or program of further education) of students leaving high school.

D. SPECIAL EDUCATION

1. Product Objectives

a. The product objectives applicable to teach individual students in the special education sub-component are the same as the product objectives for the appropriate grade level component.

2. Process Objectives

b. Teachers will provide individual activities that will accomplish the appropriate component product objectives and that will provide basic skill training in specific appropriate occupations.

Product Objectives were developed and portrayed on the following chart, utilizing Program Evaluation and Review Techniques (PERT). PERT displays by means of a timing based network, the systematic integration of all project tasks, from project start to completion, and shows the interdependency of activities and objectives to be accomplished. PERT also provides a means of communicating a better understanding of the project effort; assessing and controlling project progress; determining the most effective use of available human, physical, and financial resources; and, the generating of terse and timely project status reports for effective management of the overall effort.

PROGRAM OBJECTIVES cont'd

D. SPECIAL EDUCATION cont'd

The following rules should be understood with regard to interpreting the PERT Chart:

1. Squares represent objectives (or events) while arrows indicate the activity required to realize an objective (event).

2. Objectives (events) may be either initiation or completion objectives (events).

3. Activity lines impinging on a particular objective (event) indicate the prerequisite events necessary to achieve that objective. (Note Exhibit 1.)

V. PROJECT OBJECTIVES PERT CHART

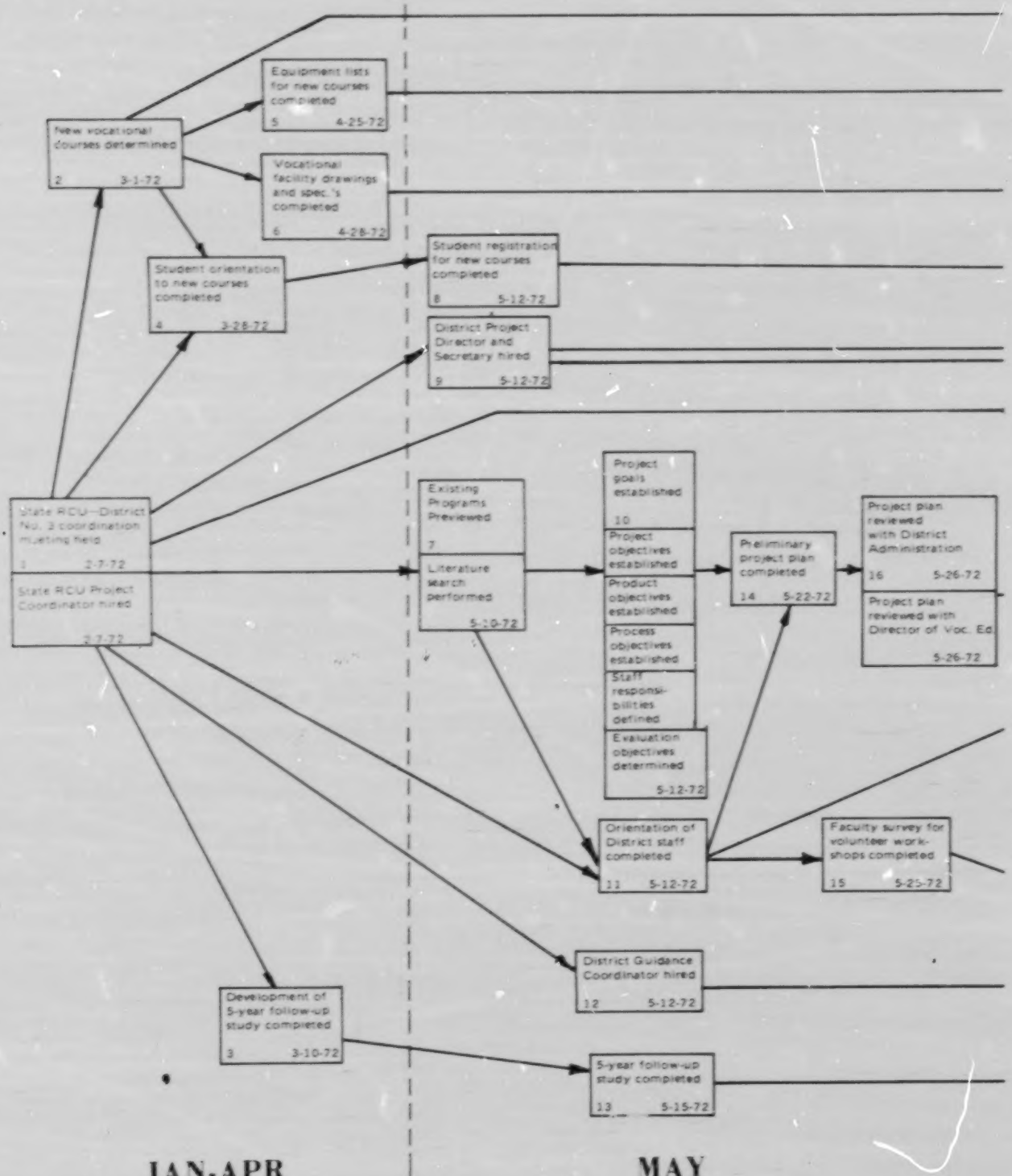
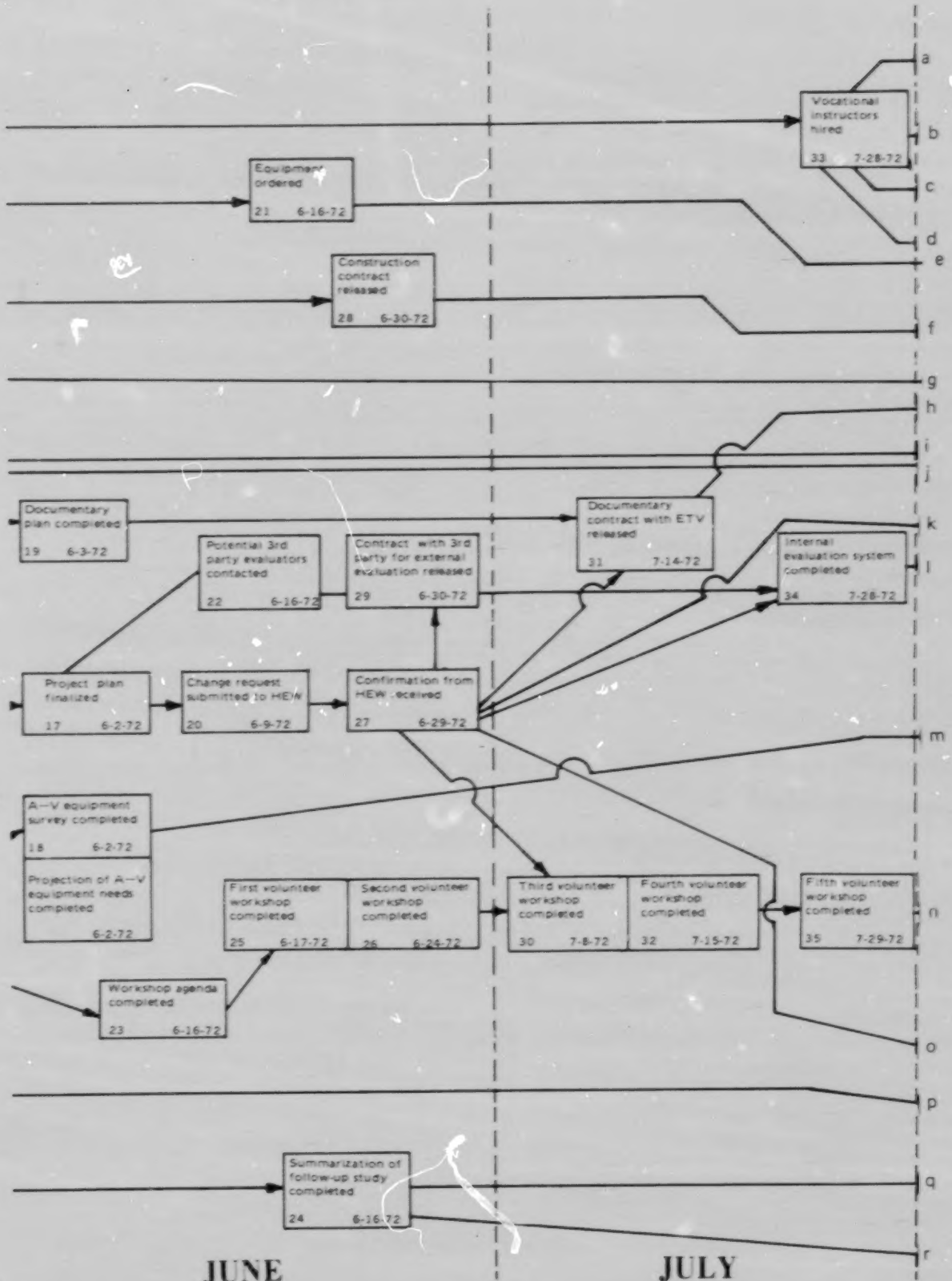
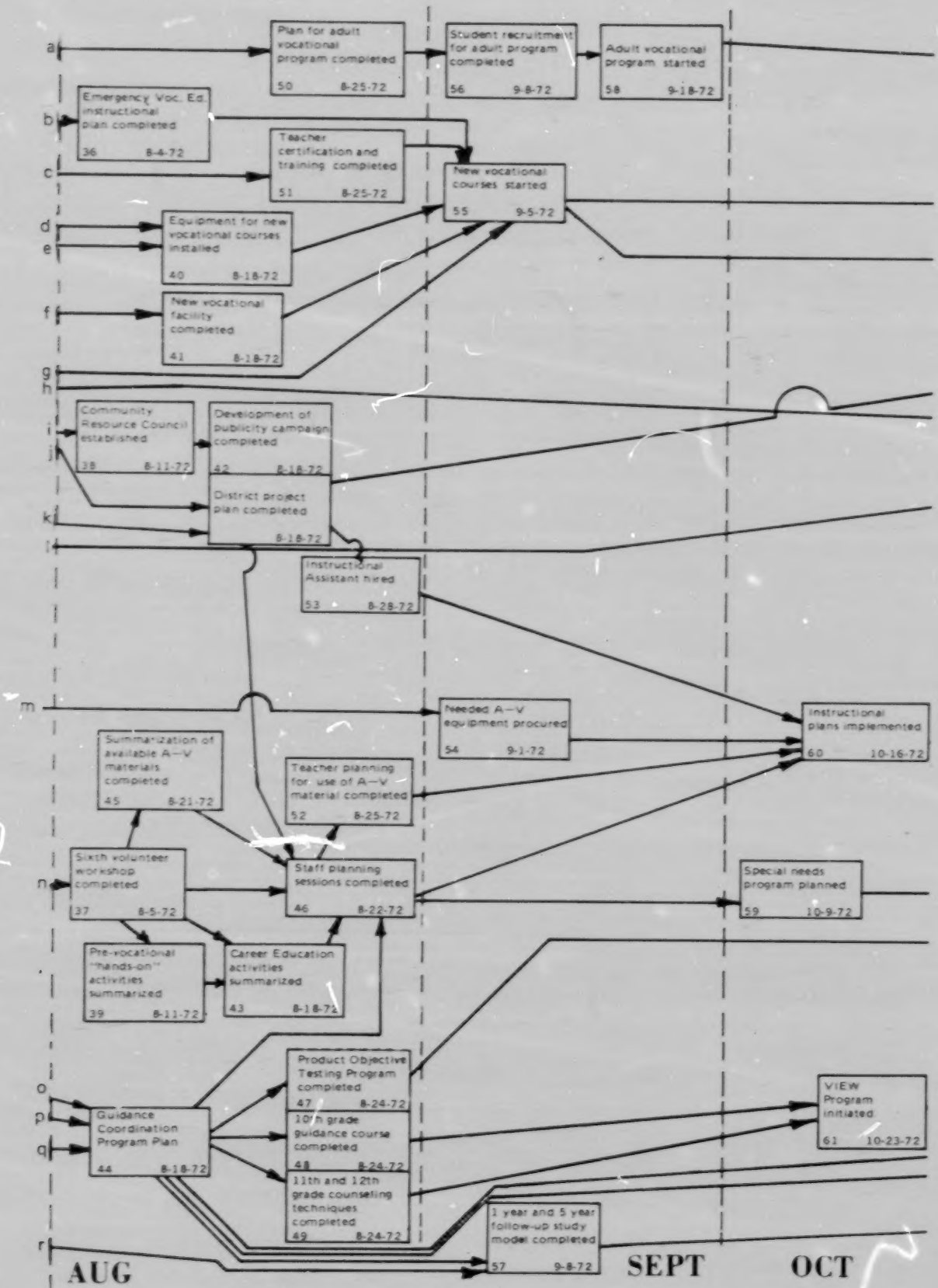
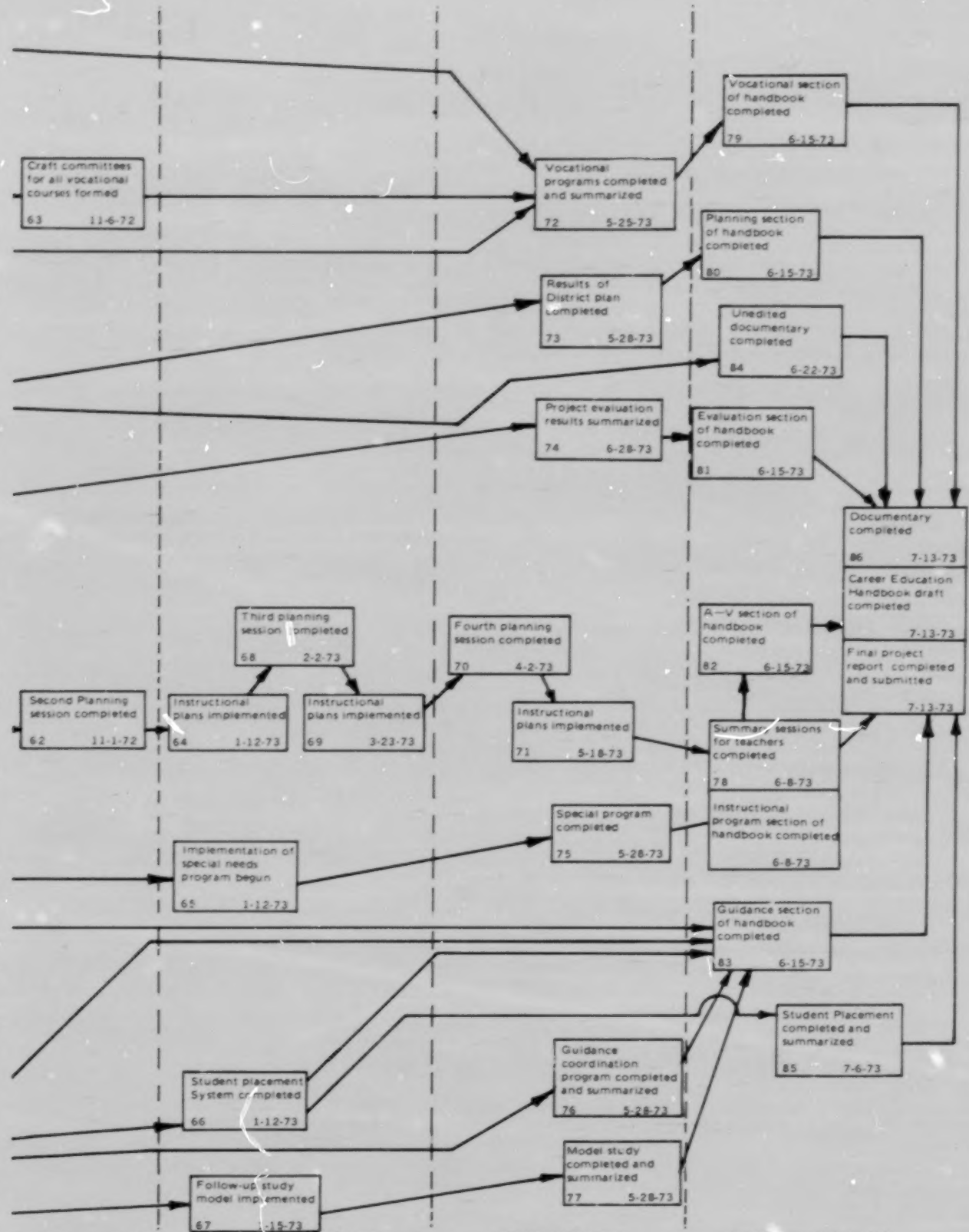


Exhibit 1


Vocational instructors hired
33 7-28-72
Equipment ordered
21 6-16-72
Construction contract released
28 6-30-72
Documentary plan completed
19 6-3-72
Potential 3rd party evaluators contacted
22 6-16-72
Contract with 3rd party for external evaluation released
29 6-30-72
Documentary contract with ETV released
31 7-14-72
Internal evaluation system completed
34 7-28-72
Project plan finalized
17 6-2-72
Change request submitted to HEW
20 6-9-72
Confirmation from HEW received
27 6-29-72
A—V equipment survey completed
18 6-2-72
Projection of A—V equipment needs completed
6-2-72
First volunteer workshop completed
25 6-17-72
Second volunteer workshop completed
26 6-24-72
Third volunteer workshop completed
30 7-8-72
Fourth volunteer workshop completed
32 7-15-72
Fifth volunteer workshop completed
35 7-29-72
Workshop agenda completed
23 6-16-72
Summarization of follow-up study completed
24 6-16-72
a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
JUNE
JULY


a
Plan for adult vocational program completed
50 8-25-72
Student recruitment for adult program completed
56 9-8-72
Adult vocational program started
58 9-18-72
b
Emergency Voc. Ed. instructional plan completed
36 8-4-72
c
Teacher certification and training completed
51 8-25-72
New vocational courses started
55 9-5-72
d
e
Equipment for new vocational courses installed
40 8-18-72
f
New vocational facility completed
41 8-18-72
g
h
i
Community Resource Council established
38 8-11-72
Development of publicity campaign completed
42 8-18-72
j
District project plan completed
8-18-72
k
l
Instructional Assistant hired
53 8-28-72
m
Needed A-V equipment procured
54 9-1-72
Instructional plans implemented
60 10-16-72
Summarization of available A-V materials completed
45 8-21-72
Teacher planning for use of A-V material completed
52 8-25-72
n
Sixth volunteer workshop completed
37 8-5-72
Staff planning sessions completed
46 8-22-72
Special needs program planned
59 10-9-72
Pre-vocational "hands-on" activities summarized
39 8-11-72
Career Education activities summarized
43 8-18-72
o
p
q
Guidance Coordination Program Plan
44 8-18-72
Product Objective Testing Program completed
47 8-24-72
10th grade guidance course completed
48 8-24-72
11th and 12th grade counseling techniques completed
49 8-24-72
VIEW Program initiated
61 10-23-72
1 year and 5 year follow-up study model completed
57 9-8-72
r
AUG
SEPT
OCT


Craft committees for all vocational courses formed
63 11-6-72
Vocational programs completed and summarized
72 5-25-73
Vocational section of handbook completed
79 6-15-73
Planning section of handbook completed
80 6-15-73
Results of District plan completed
73 5-28-73
Unedited documentary completed
84 6-22-73
Project evaluation results summarized
74 6-28-73
Evaluation section of handbook completed
81 6-15-73
Documentary completed
86 7-13-73
Career Education Handbook draft completed
7-13-73
Final project report completed and submitted
7-13-73
Third planning session completed
68 2-2-73
Fourth planning session completed
70 4-2-73
A–V section of handbook completed
82 6-15-73
Second Planning session completed
62 11-1-72
Instructional plans implemented
64 1-12-73
Instructional plans implemented
69 3-23-73
Instructional plans implemented
71 5-18-73
Summary sessions for teachers completed
78 6-8-73
Special program completed
75 5-28-73
Instructional program section of handbook completed
6-8-73
Implementation of special needs program begun
65 1-12-73
Guidance section of handbook completed
83 6-15-73
Student Placement completed and summarized
85 7-6-73
Guidance coordination program completed and summarized
76 5-28-73
Student placement System completed
66 1-12-73
Model study completed and summarized
77 5-28-73
Follow-up study model implemented
67 1-15-73
NOV-DEC
JAN-MAR
APR-MAY
JUNE-JULY

IV. DESCRIPTION OF THE PROJECT DESIGN

Mr. L. L. Lewis, the State Director of Vocational Education, has served as the project director. The State Research and Coordinating Unit, under the direction of Mr. Gary J. Lashway, administered the project. Mrs. Judith G. Harlan has held the position of state coordinator for the project. In the project district, Mr. J. McBride Crout, Lexington School District Three Superintendent, was responsible for the general superivison of the project. In addition, Mr. H. B. Kirkland, district project director, has been directly responsible for coordinating the various components of the project. (Note Exhibit 2, responsibility flow diagram.)

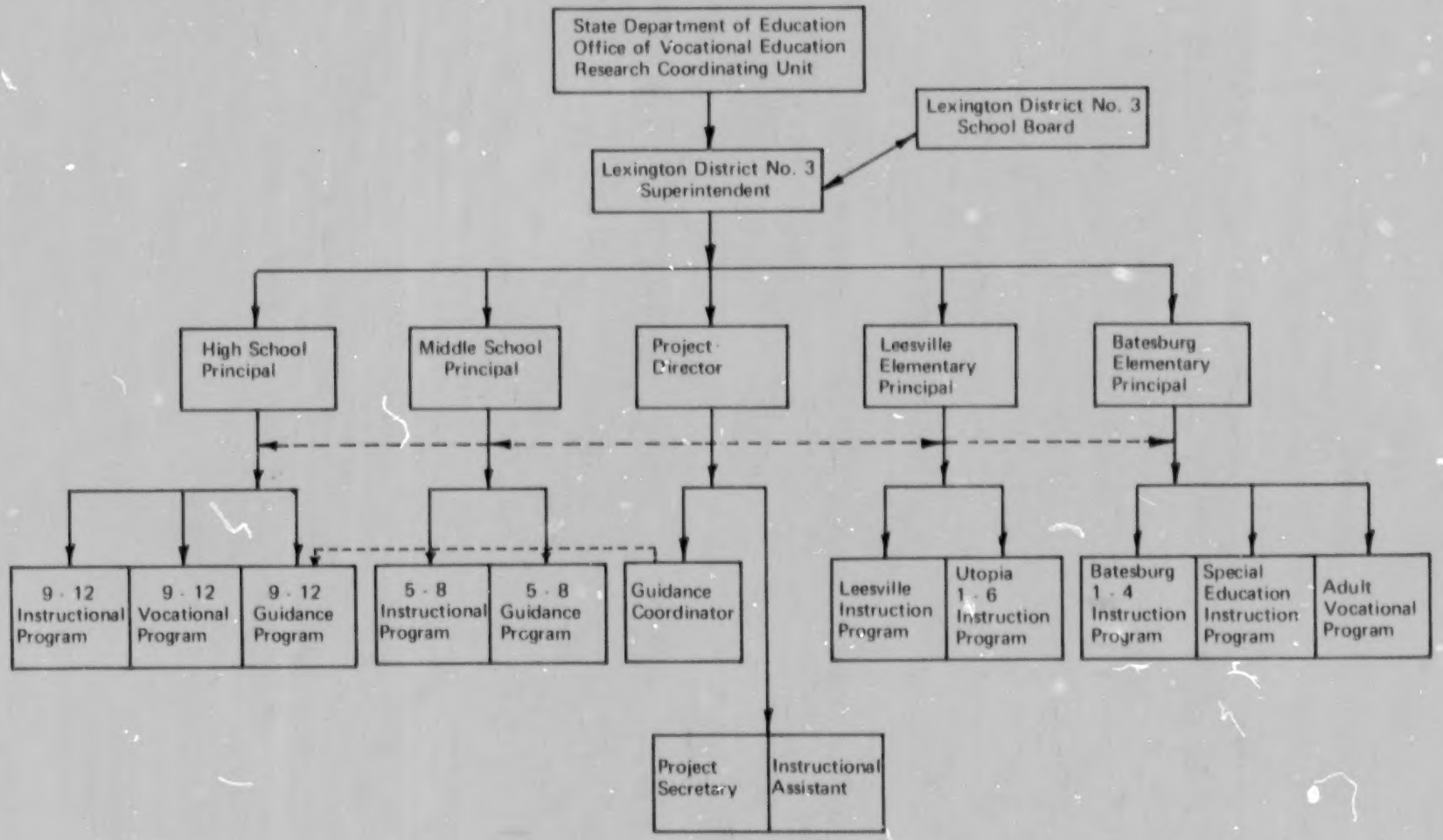
The project site included all students in all grades in Lexington School District Three and, therefore, involved all teachers. In the district, there are approximately:

52	Students in special education,
1,047	Students in elementary schools,
900	Students in the middle school
775	Students in the high school,
120	teachers, and
3	guidance counselors.

Although the development and planning of the project was a joint effort between the South Carolina Department of Education and Lexington County School District Three, the responsibility for implementing the planned project belonged to the local district. As planned, the career education effort was to be implemented through the existing curriculum by all teachers, kindergarten through high school. The particular methods used to accomplish this implementation and to achieve the process objectives varied with each building's organization and each teaching group's particular style.

Illustration of the mechanics employed in a typical unit of study can be examined by noting Exhibit 3.

B. PROJECT RESPONSIBILITY FLOW DIAGRAM



NOTE: A dotted line indicates an area of common concern in relation to responsibility flow.

Exhibit 2

All About Houses

Name: Grade 2 of the
Leesville Ele. Sch

Exhibit 3

CAREER EDUCATION

1972-'73 Summary Session

Lexington County School District Three

Name of teacher(s) Rosemary Sanders

Lucretia A Wise

Nancy Elizabeth Miller

Name of school: Leesville Ele. School

Grade Level: 2

I. General Objectives

A. To develop within the child a deeper understanding and a keener appreciation of his surroundings

B. To develop within the child an appreciation for the services and contributions of others

C. To encourage a genuine respect for work and workers

D. To stimulate an interest in the child that will lead to a desire for further study

E. To develop within the child the ability to apply what he has learned for further study and decision making

F. To stimulate within the child the ability to realize the importance of individual and group participation in the classroom as well as society

II. Specific Objectives

A. Teach different types of homes

1. Standard Homes
2. Mobile Homes
3. Apartment Houses
4. Duplexes

B. Familiarize child with jobs related

1. Contractors
2. Carpenters
3. Brick masons
4. Electricians
5. Plumbers
6. Painters

C. Familiarize child with basic building materials

1. Brick
2. Lumber
3. Asbestos siding
4. Concrete block
5. Stone

III. Subject matter

A. History of homes

1. First homes
2. Contemporary homes
3. Contrast and comparison of homes in various countries

B. Types of Homes

1. Apartments
2. Mobile Homes
3. Standard Homes

C. Structure
   1. Framing of the home
   2. Masonry of the home
   3. Finishing of the home

D. Workers in building the home

IV. Occupational Information in the Construction of Homes

A. Architect
   1. Draws and designs the plans for homes

B. Contractor
   1. Carries out work
   2. Sees that materials are made available
   3. Employs the workers to do the various tasks

C. Foreman
   1. Supervises the work of all workers
   2. Reports to contractor
   3. Follows directions of contractor

D. Carpenter
   1. Does the actual building of the house

E. Brick mason
   1. Lays bricks for outside and fireplaces

F. Plumber

G. Electrician

H. Painter

V. Motivation

A. Films
   1. Let's Build a House
   2. Pipes in the House
   3. Shelter: Almost Anyone Can Build a House

B. Books
   1. Mr. Budge Build a House - Adamson
   2. Tools for Building - Leavitt
   3. I Want to Be a Carpenter - Greene
   4. The True Book of Houses - Carter

C. Record

1. Houses in the Neighborhood - SRA

D. Songs

1. Making Music Your Own-2 -- Song book
   a. The Carpenter - page 22
   b. Old House - page 24
2. Making Music Your Own-1 -- Song book
   a. Bling Blang - page 112

E. Pictures

F. Bulletin Boards

VI. Study Activities

A. Building of homes

1. Drawing of own homes
2. Model homes

B. Reading books

C. Role playing

D. Resource person

E. Group discussion

F. Field trip

VII. Correlating Activities

A. Language Arts

1. Experience charts
   a. Building materials
   b. Resource experiences of field trip
2. Stories related to subject matter
   a. Teacher and pupils read
3. Individual booklets with pictures and reports about workers on the homes
4. Vocabulary chart of new words introduced in the unit

VII. Correlating Activities-continued

5. Oral reports on field trip

B. Arithmetic

1. Using a ruler to measure and construct the house
2. Learning to apply the usage and comparison of sets to determine tools and materials necessary for construction of the house
3. Learning to apply basic computation skills that would aid in construction of the house

C. Art

1. Drawing and coloring pictures of own home for individual booklets
2. Coloring pictures of mimeographed sheets
3. Construction of posters

D. Social Studies

1. Help the child to understand the different types of homes in different countries
2. Discuss with the child the history of homes
3. Help the child to understand the number of people needed to construct a home

E. Music

1. Spring Program planned around Career Education with part being devoted to home construction

VIII. Materials

A. Bulletin board materials
B. Pictures
C. Construction paper
D. Paste
E. Scissors
F. Crayons
G. Paint
H. Old magazines
I. Postor board
J. Chart tablet
K. Films

IX. Suggested Resource People

Parents of children in the school who have jobs related to the unit topic and other interested people in the community--For example:

A. Contractor
B. Architect
C. Carpenter
D. Brick mason
E. Plumber
F. Electrician
G. Painter

X. Suggested Field Trips

A. Site of home in the various stages of construction
B. Tour of neighborhood around school to observe various building materials used in homes

XI. Evaluation

A. Self-Evaluation

1. Did I teach what I set out to teach?
2. Did I allow for individual difference?
3. Was the material geared to the children's level of understanding?
4. Was I cooperative with the students in teaching unit?
5. What did I learn in teaching this unit?
6. Did I allow enough time to teach the unit?

B. Observation of the child

Evaluation for Second Grade at this time (early fall) will be on observations of the child since he does not have enough of reading and writing vocabulary to take a written test:

1. Does he take part in class discussion?
2. Does he start work promptly?
3. Can he work alone?
4. How does he perform in a group?
5. Does he enjoy the construction projects?
6. Is he adept in language skills?
7. Can he use a ruler effectively?
8. Can he use computation skills?
9. Can he apply what he has learned?
10. Does he enjoy working with others?
11. Does he share?
12. Does he clean up?
13. Does he listen to the ideas of others?

V. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

Relating the results and accomplishments of the career education project in Lexington School District Three could end up producing too lengthy a narrative. For sake of clarity and succinctness, a list follows which highlights those major areas of interest:

1. More extensive coordination and communication among teachers, counselors, and administrators was achieved.

2. Involvement of the community cemented the lines of communications between the local school system and the general public.

3. Teachers as well as students became more intelligently aware of the social and economic importance of work.

4. Pupils were provided with "on-the-job experience" with the employer of their choice.

5. A skill training facility was established. This center offers training in such career areas as masonry, woodwork, distributive education and industrial sewing.

6. A pre-vocational "hands on" program was staffed and initiated.

7. Counselors developed a more active working relationship with the teachers.

8. A Community Resource Council was established to serve in a resource and advisory capacity.

9. A publicity program was established and regularly used.

10. Group guidance sessions were initiated to acquaint the counselors with their roles.

11. The project gained state-wide recognition with many on-site visitations taking place.

12. A career exploratory program was initiated in the ninth and tenth grades.

13. A job placement service was implemented.

14. Student opinions toward careers were surveyed.

15. Fifty-one field trips allowed the students to explore the various job opportunities available throughout the state.

V. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT cont'd

16. An Educational Television documentary was developed for use in other school districts.

VI. EVALUATION OF THE PROJECT

The evaluation of the Research and Development Project in Career Education, Lexington School District Three, took place on a continuous basis. The attainment of the process and project objectives was evaluated, through a contract negotiation, by Lyles, Bissett, Carlisle & Wolff. The final report can be studied by noting Exhibit 4. The University of South Carolina was contracted to evaluate the extent to which the product objectives were met. The final evaluation report can be analyzed by noting Exhibit 5.

In addition, in order to systematically assess the degree of progress made in achieving established objectives an internal evaluation system was maintained. It served as an informal tool which was employed by the Project Coordinator and the District Project Director to aid them in monitoring their activities. Forms were devised for principals, teachers, and the superintendent; the feedback from them was utilized when planning current approaches and activities.

LBC&W CONSULTANTS - PLANNING - RESEARCH - MANAGEMENT ■ 1800 GERVAIS STREET, COLUMBIA, SOUTH CAROLINA 29202

June 8, 1973

Mr. Gary Lashway
Director, Research Coordination Unit
Office of Vocational Education
State Department of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Mr. Lashway:

This report is submitted as our final project report in accordance with the requirements of our contract with the Department of Education dated September 12, 1972.

Our overall assessment of this project is that the Department has met its original goals and objectives for the project. This achievement is primarily due to the following two significant factors: (1) the dedicated efforts of the Research Coordination Unit's staff in the design and follow up in the project; and, (2) the selection of the demonstration district.

The project demonstration could have been seriously jeopardized by several of the difficulties encountered during the last twelve months. However, due to the people involved and their attitudes, these difficulties were overcome in every case. From our viewpoint, we have seldom worked with a more cooperative group of professionals. For this we hereby express our appreciation.

We believe that based on this project and what we have learned that the Department can look forward to an increasing level of interest and participation in career education in South Carolina. While our task was not to include an evaluation of the educational impact of the project, it has become evident to us that the project has had a most positive impact on many of the educators involved.

We would be most pleased to further discuss any of the aspects of our evaluation with you and your staff at any time. If, in the future, we can be of additional service to the Department please contact me.

Sincerely,

LBC&W CONSULTANTS
PLANNING-RESEARCH-MANAGEMENT, INC.

Robert E. Woodward

ROBERT E. WOODWARD
Director, Management Services

REW:lm:w

Exhibit 4

FINAL REPORT

THIRD PARTY EVALUATION
CAREER EDUCATION PROJECT
LEXINGTON (S.C.) SCHOOL DISTRICT NO. 3

FOR THE
RESEARCH COORDINATION UNIT
OFFICE OF VOCATIONAL EDUCATION
SOUTH CAROLINA DEPARTMENT OF EDUCATION

By

LBC&W Consultants/Planning-Research-Management, Inc.
1800 Gervais Street
Columbia, South Carolina 29202

June 8, 1973

Conducted Under Part C - Public Law 90-576
Project No: V261009L
Grant No: OEG-0-72-0802

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Points of view or opinions stated do not necessarily represent official Office of Education, the South Carolina Department of Education, policy or position, but are those solely of the Consultant third party evaluation.

FINAL PROJECT REPORT

CAREER EDUCATION PROJECT EVALUATION

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APPENDIX

A	PROJECT EVALUATION REPORTS	
B	PROJECT CONTROL SYSTEM SCHEDULE REPORT	

[CAREDU 03339] LBC&W LIBRARY SYSTEM CALL SYMBOL

PROJECT S-359

CAREER EDUCATION PROJECT EVALUATION

SECTION 1

DISCUSSION

This project was conducted to provide the Department of Education, Office of Vocational Education - Research Coordination Unit, with objective third party evaluation of a demonstration career education project. The project was conducted in the Batesburg-Leesville school district, Lexington School District #3.

The scope of this project included only the evaluation of the project's management and administration in terms of monitoring the project's activities and resources. No aspect of this evaluation considered the educational impact of the project in the demonstration district.

Since the project was started in February of 1972 and this evaluation was begun in September, 1972, this evaluation covered a period of nine months. During this period, twenty-five major project activities were evaluated. Prior to September, 1972, fifty-two activities were already completed during the early planning and implementation phases of the project. Also, there were nine project activities to be accomplished after the evaluation concluded.

The major purpose of the demonstration was to conduct the project in a typical school district as a controlled experimental program. The significant results of the project were then to be summarized into a guide manual for other school districts for future implementation. The major goals as stated in the project plan are as follows: (1)

PROJECT GOALS

A. To develop a Career Education Program in Lexington School District Three that has the potential, practically and economically, for state-wide implementation.

B. To demonstrate and measure the effectiveness of career education with regard to the achievement of stated objectives.

C. To develop an informational handbook for utilization by other school districts in establishing a *"workable"* career education program.

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(1) PROJECT PLAN - Research & Development Project in Career Education - Lexington School District #3; Prepared by the Department of Education - Office of Vocational Education.

The project plan was developed essentially as a project design framework. Within this framework, jointly established with the School District, the overall implementation plan of substance was developed. The framework of some 86 major activities was established as the "Project Objectives."

These objectives were structured into a PERT* type, time dependent chart to guide the overall project. These activities were also assigned specifically to operating members of the District's staff and to key members of the State level Research Coordination Unit. All together, ten positions by level were assigned prime, contributory and voluntary responsibilities.

SECTION 2

EVALUATION APPROACH

This section describes the general approach of the project evaluation as conducted as a third party process. The responsibilities of this evaluation of the demonstration project included the following scope of services:

A. To develop suitable measuring-monitoring techniques to determine the degree of meeting the project objectives.

B. To evaluate the effective use of resources allocated to the project in terms of meeting the project objectives.

C. To evaluate the activities of the project by means of an event suspense monitoring system - similar to the project PERT network. Further, to include site visitation for face to face contact with the officials and staff of the demonstration District.

D. To establish and conduct a series of initial and final project interviews at the State and District level, to assess the conduct and impact of the project.

E. To advise the Department of Education on a bi-monthly basis of the status of the project activities, problems, future impacts and recommendations as appropriate.

It is significant to note that these responsibilities were to cover essentially a one year period of the project's overall twenty month period. This evaluation, therefore, covers that period wherein the project was in operation at the local level, September, 1972, through May, 1973.

Overall Project Period - February, 1972 to July, 1973
Evaluation Period - September, 1972 to May, 1973

---

* PERT - Program Evaluation & Review Technique.

During the project's early planning and implementation phase, some 52 activities were completed. These activities were largely accomplished by the RCU and the District administrative staff. Beginning in the fall of 1972 when the school year started, the entire District staff become involved in the project.

The evaluation was largely conducted in three parts. The first major task of the project was to develop the measurement technique to be used. Since the contractor's data center included a suitable monitoring system for the project activities, this system was implemented for the project. The system application used was a modified IBM Project Control system which maintained a time suspense sequence for each of the project's 86 activities.

The second aspect of the project responsibilities was to conduct an initial set of project interviews at the State (RCU) level and at the District level. These interviews were conducted to gain an overall feeling for the personnel involved, their attitudes concerning the project, and the general project status. A final set of interviews, similar in scope to the initial set, were also conducted.

The third and perhaps most significant aspect of the evaluation process were the site visits to the demonstration District. During these visits contact was made with the District's project staff and other key members of the staff. These visits provided a means to acquire on-site evaluation of events and activities necessary to monitor the overall status of the project.

Each two month period during the project status reports were rendered to the RCU for review and appropriate action. Copies of each report submitted are presented in the Appendix to this report.

SECTION 3

EVALUATION ACTIVITIES

This section describes the general activities of the evaluation process. These activities were accomplished over an eight month period as called for in the project contract. Table 1 presents a schedule of these activities in monthly sequence as conducted.

- PROJECT CONTROL SYSTEM -

The first major activity of the project concerning evaluation was to enter the total 86 project activities into the Project Control system. This entry was conducted using the prime activity completion dates shown on the project objectives "PERT Chart", as taken from the Project Plan. All activities 1-52 were entered as completed since they occurred prior to the evaluation process. A completed listing of all project activities as reproduced by the Project Control system is shown in Appendix B, as originally listed. The resulting suspense chart printed by the system was to be included in this report. It was generally four to five feet in length and

several feet high, when assembled. This chart was essentially a GANNATT chart showing the activities in sequence with critical activities identified for review.

- PROJECT STATUS NOTEBOOK -

The second activity of the evaluation was to assemble a project notebook to keep recorded comments on each activity. This notebook was assembled with a sheet on each activity similar to the sheet shown as Figure 1. These sheets were completed for each activity during interviews and on site visitations. Based on these records, updated information was submitted for revision to the Project Control system.

- SUMMARY INTERVIEWS -

The interviews conducted at the beginning and ending of the evaluation covered a wide range of personnel involved in the project. A listing of these positions is shown below:

a. RCU Director
b. RCU Project Coordinator
c. Director of Vocational Education
d. Supervisor of Ancillary Services
e. District Superintendent
f. Principals
g. Teachers (one per grade level)
h. Guidance Coordinator
i. Project Director
j. Special Education Teachers

Each interview conducted was recorded by use of a general interview guide shown as Figure 2. The guide lists five areas of consideration covered in the interviews.

- SITE VISITATIONS -

During the course of the project evaluation, seven site visits were conducted. Evaluation reports were rendered after these visits as shown in Appendix A. A typical site visit included a brief discussion with the District Superintendent and a review of all project activities for a two month period with the Project Director. The Guidance Counselor and other staff members were also generally contacted during these visits. On several occasions, contacts were also made with students available in the area of the visits.

These visits allowed the consultant to gain insights into the project that were not otherwise feasible for the periodic evaluation process. These visits also provided the opportunity to develop a level of rapport with members of the District staff.

These were the major types of activities of the project evaluation. Each of these activities contributed to the overall project evaluation.

- REACTION TO EVALUATION -

The RCU reacted to each evaluation report issued. In those cases where problems were identified in an evaluation report, the staff of the RCU met with the project District staff to resolve the problems. Staff review meetings were also held with the consultant to further explore problems and to review the status of the project.

- CONTROL SYSTEM REVISION -

During the evaluation, prior to the second system revision, it became necessary to revise the input dates of the remaining activities. This revision was necessary because the original project PERT chart was developed on a full calendar basis, without regard to holidays. The project staff was asked to estimate each remaining activity in terms of completion time in whole days. Then, all state and local holidays were listed for input into the system. These revisions resulted in a more exact projection of project activities.

- ACTIVITY COMPLETION ANALYSIS -

Table 2 lists all of the project activities by the responsible position level, scheduled completion dates and the final completion status. As of the submission of this report, there are only 16 activities yet to be completed. These activities involve those efforts to summarize the project.

An overall analysis of the project activities in terms of meeting the original schedules (revised in some cases) would present the following findings from Table 2:

a.	Activities Completed on Schedule	29
b.	Activities Completed Early	10
c.	Activities Completed Late	27
d.	Activities Dropped	4
e.	Activities Yet to be Completed	16
	Total Activities	86

The four activities which were dropped during the project do not indicate any degree of lateness necessarily. These activities were essentially found unnecessary; therefore, they were dropped from the schedule. There also were a number of activities which were rescheduled during the project. These activities were generally revised prior to their being late; therefore, these activities, when completed on or before the revised date, were not judged late.

It is significant to note that of those activities judged late in the project, no single late activity jeopardized the continuing activities of the project for ultimate completion. This type of lateness is essentially judged to be a reflection of inability to properly judge work efforts in a future period. This is not to say that more attentive efforts could not have prevented the majority of late activities.

There were certainly elements of the project that were late that could not have been foreseen. Elements such as the late hiring of staff, late completion of the building for the vocational courses, etc. These activities, while late, did not disrupt the on-going efforts of the project.

SECTION 4

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

This section presents the overall evaluation conclusions and recommendations for future consideration. These evaluation comments are primarily directed to the overall management and administration of the project; however, comment are also made in related areas of concern.

SUMMARY CONCLUSIONS

A. OVERALL PROJECT EVALUATION

To the degree that the project was evaluated, there is reasonable evidence that the project management and administration was effective in terms of meeting the objectives of the demonstration project.

The State RCU and the District developed the project with a sound foundation of planning in the original project plan. Those difficulties encountered in the project operation and the attendant late activities are attributed to one or more of the following factors:

(1) The lateness in funding the project which had sequence impacts in acquiring personnel, achieving sound orientation of the District staff, and compounding the project start up with the new school year.

(2) The abilities of staff to properly judge work efforts per activity in the future time frame. This is a fault of all such activities and in no way should be considered unique to the State or District staffs involved.

(3) The lack of effective internal coordination at the District level in implementing the project as a "temporary" program effort. This factor is perhaps one of the more significant findings of the project evaluation. There is adequate evidence that the project staff did not perceive the confusion in the District staff until it became overly apparent. This lack of perception can be attributed to many factors such as the experience level of the new personnel, the degree of

internal communication, and the typical staff reaction to "something new."

B. PROJECT IMPACT

There is abundant evidence on the part of the District staff that the project has had a positive impact. This impact was related by many staff members and will have results in the future in terms of how academic teaching will be related to careers of the students.

Those matters of complaint that issued from the District staff pertaining to acquiring materials, resources, staff project administration and similar problems were in no way consistent enough to summarize the project as frought with major problems. These complaints to a large degree are attributed to those teachers which were not properly prepared in the initial orientation periods and found themselves in a "catch up" position.

There were, however, instances where problems of a minor nature did develop, largely in the initial periods of the project's implementation. In all such cases where the problem was identified, the RCU and the District staff acted promptly to resolve the problems. This mode of reaction quickly solved problems that could have jeopardized the success of the project.

C. RESOURCES UTILIZATION

The use of the project resources appears to have been sound in terms of expenditures. In only a few isolated cases were complaints found that needed resources to purchase materials that were not available. These complaints, however, generally were traced to staff members attempting to purchase materials or equipment not directly related to the project.

The one area where resources could have had an additional positive impact on the project would be to provide a period at the beginning of the project where all District staff could have received consistent orientation to the project as paid days as opposed to voluntary attendance. Paid planning and evaluation periods of a longer duration between project units also could have been an asset to the project. These periods were generally judged to be too brief to both evaluate the past unit and to plan for future units.

A secondary area of potential resources use that was discussed by several teachers was the need for more field trips. This need, however, appears to be more of a time problem than one relating to resources.

Overall, the staff felt that the resources allocated to the project were adequate and reasonable.

D. EXPECTATIONS OF THE STAFF AND COORDINATION

Perhaps the greatest continuing problem noted during the evaluation process was the lack of understanding on the part of some of the District staff concerning what was expected of them. This problem was primarily evident during the initial project implementation period, but it also remained to a lesser degree throughout the project evaluation.

In terms of judging the degree of this problem it is difficult to determine just how much orientation and training is enough. To be sure, the initial project orientation was not wholly adequate due to its voluntary attendance. The project staff at the District level apparently improved in terms of communication and coordination during the project. This improvement was noted by many staff members by reports of assistance and cooperation. However, despite these efforts, there remained an element of dissatisfaction on the part of some staff members which can only be attributed to a small number.

E. STATE LEVEL INVOLVEMENT

The design of this project was developed as a joint RCU-District effort. It is apparent that considerable latitude was allowed in the development of the project at the State level. This latitude allowed the staffs to develop an overall project framework to which the District developed a more complete detailed plan of action.

This project plan conception presented an ideal definition between levels of responsibility for the State RCU and the District. This conception essentially left the role of project management and administration to the District, while the RCU was to play the role of a resources staff to the project. There is evidence that to some degree this plan design was not wholly feasible due to the interaction of the State staff during periods of resolving problems. In terms of a demonstration project, however, it is extremely difficult to ever "cut the cord" completely between a dedicated staff and an external administering agency. This tendency to impose state management is not necessarily a fault or a problem, however.

External agencies often tend to administer new programs with the same degree of administration that has become routine for the agency. The apparent need for "special care" or unique project requirements often becomes lost in the rush of daily routine administration. This condition to a degree was apparent at the District level, but it contributed more to a true test condition for the project and is not considered a major problem.

As future career education projects are implemented in other districts the State RCU should become sensitive to the organizational and administrative differences of school districts, their size of potential staff support or lack of staff, the degree of intergrationof the project staff with existing staff of a district, and the experience level of the project staff. Each of these factors will have significant impact on the success of future projects.

F. PROJECT MOTIVATION

There is evidence that part of the motivation for the implementation of the project originally may be attributed to the desire to acquire facilities and equipment to offer vocational training in the District. This desire was evident at the State and District level. The impact of career education was apparently a by-product desire.

The attitude of officials at the State and District levels, however, appears to have changed to a degree with the recognition of the impact of

the project on the District. In any case, future projects might be placed in districts that already have existing vocational training capabilities. Such placement would more accurately demonstrate the effective impact of career education in a typical district.

It is also apparent that many District staff members equated the project - career education - to the building of facilities for vocational training. This attitude and lack of understanding concerning career education is regrettable and an unnecessary burden on the project. Fortunately during the project many staff members came to understand that vocational education is only a contributing element to career education - not the main element.

G. LONG RANGE PROJECT PROGRAMMING

Because this was a demonstration project with one year's funding by the federal government, it was viewed by many as a one-time activity. With this concept, it is understandable that a saturation approach was adopted which involved all grades and classes and provided for each teacher to present four (4) career education projects during the year. However, this resulted in some degree of duplication and imposed a burden upon teachers and students. Some of the duplication was resolved among the teachers, but did not resolve the problem which students face if the program is continued with the same intensity.

Some teachers commented that two (2) career education projects during the school year would permit better planning and evaluation. It should also be apparent that if students are subject to intensive career education programs from the first through the twelfth grades, some if not all may become alienated and it will become increasingly difficult to maintain the interest and motivation of students as they progress to higher grades. Consequently, there exists the likelihood that at the time career education would be most valuable, the students' interest will be ebbing.

SUMMARY RECOMMENDATIONS

1. PROJECT FUNDING SCHEDULE

That the State Department of Education attempt, to the maximum degree feasible, to encourage the U. S. Office of Education to be more sensitive and responsive to the apparent and real needs of local districts in terms of phased funding for demonstration projects, to minimize the impacts of late hiring, etc. Further, that appropriate and reasonable lead times be designed into proposal to the Office of Education which can minimize the impact of late funding.

2. PROJECT DESIGN & PLANNING

That the RCU develop a section of future projects to specifically cover the management and administrative aspects of project operations. And, that this section describe adequately the organizational relationships of key positions, coordination, responsibilities, and expectations of each level participant. Such definitions can be given in terms of organization charts

and position descriptions. (See also recommendations - Appendix A - Evaluation Status; Report #5, dated March 26, 1973).

Further, that consideration be given to also include such a section in the project guide manual to be produced as a result of this demonstration project.

3. STAFF ORIENTATION

That it is critical for the success of future projects that the local district staff have a more complete understanding of the meanings of career education, and that a more consistent form of staff orientation be developed. It is specifically recommended that appropriate resources be included in future projects to achieve mandatory orientation and planning periods for local staff members.

Such planning and orientation in the future might include discussions and examples of what is to be expected from teachers in the project.

4. RESOURCES CENTER

That the RCU develop with the State Department a capability to provide assistance to local districts in terms of a resources center for career education. Such a capability would not only have bibliographical references on career education, but would have catalog materials on text, films, etc. as a reference to local staff members.

This form of assistance could effectively be developed at the State level to service a wide number of districts, but would be less effective for a single district to develop.

5. PROJECT STAFF QUALIFICATIONS

That to the degree feasible, local districts select mature and experienced personnel to serve as project staff members with the prime qualifications relating to efficiency of administration and good communications as opposed to educational qualifications or specific knowledge of career education.

6. PROJECT INTERGRATION

That future projects be fully intergrated into the mainstream of local district affairs to the maximum degree possible by use of existing staff routines and communications. The tendency to treat temporary projects as "add on" activities to a degree limits the effective consideration of new project activities.

7. PROJECT CONTROL ACTIVITIES

That the RCU continue to use the effective project design techniques developed in this project concerning definition of activity responsibilities and PERT type charting of the project work flow. And, that consideration be given to using multi-charting techniques with additional sub-activities for

the State, the District and the evaluators of the project. Where feasible, such charting should be implemented on an automated system, such as used on this project, to insure the consideration of forecasting and follow up of activities at all levels of the project.

8. PROJECT PROGRAMMING

That similar projects be programmed over the twelve (12) year period to insure a gradual build up and maintenance of interest through that period when students, by active determination or default, make a decision as to what career they will follow. Further, that consideration be given to reducing the number of teaching units from four (4) per year to two or three per year, as recommended by a number of the staff members of the District.

TABLE 1

SCHEDULE OF PRIME PROJECT EVALUATION ACTIVITIES

1.	Preliminary Evaluation Discussions with RCU	June 12, 1972
2.	Secondary Evaluation Discussions with RCU	July 19, 1972
3.	Initial Activities Entry into Project Control System	August 18, 1972
4.	Contract for Third Party Evaluation Signed	September 12, 1972
5.	Initial Project Interviews & Site Visit	September 13, 1972
6.	Project Evaluation Report #1 (Appendix A)	September 19, 1972
7.	Re-evaluation of Project Activities	October 4, 1972
8.	Project Evaluation Report #2 (Appendix A)	October 5, 1972
9.	Project Site Visitation	October 19, 1972
10.	Project Site Visitation	November 29, 1972
11.	Project Evaluation Report #3 (Appendix A)	November 30, 1972
12.	Project Control System Status Report	December 7, 1972
13.	Project Site Visitation	February 6, 1973
14.	Project Evaluation Report #4 (Appendix A)	February 7, 1973
15.	Project Site Visitation	March 23, 1973
16.	Project Evaluation Report #5 (Appendix A)	March 26, 1973
17.	Project Control System Status Report	April 9, 1973
18.	Final Project Interviews - District	May 8, 1973
19.	Project Evaluation Report #6 (Appendix A)	May 15, 1973
20.	Final Project Interviews - State RCU	May 23, 1973
21.	Final Project Evaluation Report	June 1, 1973
22.	Final Project Summary Report Issued	June 10, 1973

FIGURE 1 CAREER EDUCATION PROJECT OBJECTIVE EVALUATION

ACT. NO.	PROJECT OBJECTIVE:	COMPLETION DATE SCH.
67	Begin model follow-up study	1/15/73
		ACT.

RESPONSIBLE OFFICIAL:

1.	STATE RCU & VOCAT. EDUC.	
2.	DISTRICT SUPERINTENDENT	
3.	HIGH SCHOOL PRINCIPAL	
4.	MIDDLE SCHOOL PRINCIPAL	
5.	ELEMENTARY PRINCIPAL	
6.	DIST. PROJECT DIRECTOR	
7.	GUIDANCE COORDINATOR	Contributes
8.	TEACHERS	
9.	COUNSELORS	Primary *
10.	INSTRUCTIONAL ASSIST.	

* Indicates involvement of appropriate personnel only

INTERVIEW RECORD (NAME-DATE-COMMENT)

LBC&W / CONSULTANTS

FIGURE 2 CAREER EDUCATION PROJECT EVALUATION

NAME_____

POSITION_____

SCHOOL_____

A. ASSESSMENT OF PROJECT IMPACT

B. INTERNAL PROJECT COORDINATION EFFECTIVENESS - PROBLEMS

C. EFFECTIVE USE OF RESOURCES - MATERIALS - PROBLEMS

D. EFFECTIVENESS OF OVERALL PROJECT ADMINISTRATION - PROBLEMS

E. PROJECT MANAGEMENT & PROBLEMS

LBC&W / CONSULTANTS

TABLE 2

CAREER EDUCATION PROJECT ACTIVITY STATUS

ACT NO.	DESCRIPTION/COMPLETION DATE		STATUS
RESPONSIBILITY: STATE RCU			
1. a.	Hold State RCU District Meeting	2/7/72	(Note 1)
b.	Hire State RCU Project Coordinator	2/7/72	"
3.	Develop 5-Year Follow Up Study	3/10/72	"
4.	Orient Students to New Courses	3/28/72	"
7.	Complete Preview of Programs	5/10/72	"
10.	Establish Project Goals, Objectives, etc.	5/12/72	"
11.	Orient District Staff	5/12/72	"
14.	Complete Preliminary Project Plan	5/22/72	"
15.	Survey Faculty for Volunteer Workshop	5/25/72	"
16. a.	Review Project Plan with District	5/26/72	"
b.	Review Project Plan with State	5/26/72	"
17.	Finalize Project Plan	6/2/72	"
19.	Complete Plans for Documentary	6/3/72	"
20.	Submit Change Request to HEW	6/9/72	"
22.	Contact Potential Third Party Eval.	6/16/72	"
23.	Complete Workshop Agenda	6/16/72	"
25.	Complete First Volunteer Workshop	6/17/72	"
26.	Complete Second Volunteer Workshop	6/24/72	"
27.	Receive Confirmation of Revised Plan	6/29/72	"
29.	Release Contract to Third Party	6/30/72	9/12/72 L
30.	Complete Third Volunteer Workshop	7/8/72	(Note 1)
31.	Release Contract for Documentary to ETV	7/14/72	Dropped
32.	Complete Fourth Volunteer Workshop	7/15/72	(Note 1)
34.	Develop Internal Evaluation System	7/28/72	"
35.	Complete Fifth Volunteer Workshop	7/29/72	"
37.	Complete Sixth Volunteer Workshop	8/5/72	"
51.	Provide Certification/Training New Trachers	8/25/72	8/26/72 L

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ACT NO.		DESCRIPTION/COMPLETION DATE		STATUS
RESPONSIBILITY: STATE RCU				
74.		Summarize Results of All Project Evaluations	5/28/73	6/15/73 R*
80.		Complete Planning Section of Handbook	6/15/73	(Note 2)
81.		Complete Evaluation Section of Handbook	6/15/73	"
84.		Complete Unedited Documentary	6/22/73	"
86.		Complete Documentary	7/13/73	"
		Complete Draft-Career Education Handbook	7/13/73	"
		Complete Final Project Report	7/13/73	"
RESPONSIBILITY: DISTRICT SUPERINTENDENT				
2.		Determine New Vocational Courses	3/1/72	(Note 1)
5.		Complete Equipment List	4/25/72	"
6.		Complete Facility Layout	4/28/72	"
9.		Hire District Project Director	5/12/72	L
12.		Hire District Guidance Coordinator	5/12/72	L
21.		Order Equipment	6/16/72	(Note 1)
28.		Release Construction Contract	6/30/72	L
33.		Hire Instructors-Vocational	7/28/72	(Note 1)
41.		Complete New Facility	8/18/72	9/22/72 L
50.		Develop Plan for Adult Vocational Program	8/25/72	8/27/72 L
53.		Hire Instructional Assistant	8/28/72	8/28/72
54.		Procure Needed A-V Equipment	9/1/72	9/13/72 L
56.		Recruit Adults and Dropouts for Vocational Program	9/8/72	9/8/72 L
58.		Start Adult Vocational Program	9/18/72	8/25/72 E
RESPONSIBILITY: PROJECT COORDINATOR (DISTRICT)				
18.	a.	Survey Existing A-V Equipment	6/2/72	6/7/72 L
	b.	Project A-V Equipment	6/2/72	6/7/72 L
38.		Establish Community Resource Council	8/11/72	8/11/72
39.		Pre-Vocat. "Hands On" Activities	8/11/72	9/26/72 L

ACT NO.		DESCRIPTION/COMPLETION DATE		STATUS
RESPONSIBILITY: PROJECT COORDINATOR (DISTRICT)				
42.	a.	Complete District Project Plan	8/18/72	8/20/72 L
	b.	Develop Publicity Campaign	8/18/72	8/20/72 L
43.		Summarize Career Educ. Act.	8/18/72	8/18/72
45.		Summarize Available A-V Material	8/21/72	8/21/72
46.		Complete 1st Staff Planning Sess.	8/22/72	8/24/72 L
62.		Complete Second Planning Session	11/1/72	11/1/72
68.		Complete Third Planning Session	2/2/73	1/17/73 E
70.		Complete Fourth Planning Session	4/2/73	3/21/72 E
73.		Summarize Results District Plans	5/28/73	6/15/73 R*
78.	a.	Complete Summary Sessions - Teachers	6/8/73	5/31/73 E
	b.	Complete Instructional Program	6/8/73	5/31/73 E
	c.	Complete Section of Handbook	6/8/73	5/31/73 E
RESPONSIBILITY: GUIDANCE COORDINATOR/COUNSELORS				
8.		Register Students New Course	5/12/72	5/19/72 L
13.		Complete 5-Year Follow Up Study	5/15/72	5/19/72 L
24.		Summarize Results of 5-Year Follow Up	6/16/72	6/16/72
44.		Develop Guidance Coordination Activities	8/18/72	8/17/72 E
47.		Development of Testing Program	8/24/72	9/4/72 L
48.		Development of 10th Grade Guidance	8/24/72	10/9/72 L
49.		Development of 11th & 12th Grade Guidance Tech.	8/24/72	8/24/72
57.		Develop Models of 1 & 5 Year Follow Up Study	10/17/72	9/8/72 E
61.		Initiate VIEW Program	10/23/72	10/23/72
66.		Develop Student Placement System	1/12/73	3/29/73 R
67.		Begin Model Follow Up Study	1/15/73	3/1/73 R 3/23/73 L
76.		Complete Guidance Coordination Program and Summarize	5/28/73	6/15/73 R*
77.		Complete and Review Model Follow Up Study	5/28/73	6/15/73 R*

ACT NO.		DESCRIPTION/COMPLETION DATE		STATUS
RESPONSIBILITY: GUIDANCE COORDINATOR/COUNSELORS				
83.		Complete Guidance Section of Handbook	6/15/73	(Note 2)
85.		Complete Student Placement and Summarize	7/6/73	6/15/73 R*
RESPONSIBILITY: SCHOOL PRINCIPAL				
HIGH SCHOOL				
36.		Develop Emergency Alternative Plan	8/4/72	8/4/72
40.		Install New Equipment	8/18/72	9/22/72 L
55.		Start New Vocational Courses	9/5/72	9/5/72
72.		Complete Vocational Program & Sum.	5/25/73	6/1/73 L*
79.		Complete Vocational Section of Handbook	6/15/73	(Note 2)
ELEMENTARY				
		No Prime Responsibility Activities		
INSTRUCTIONAL ASSISTANT				
		No Prime Responsibility Activities		
RESPONSIBILITY: TEACHERS				
52.		Plan Use of A-V Materials	8/25/72	8/24/72 E
59.		Plan Special Needs Program	10/9/72	Dropped
60.		Complete Implementation of 1st Instructional Plans	10/16/72	10/31/72 L
63.		Form Craft Committees	11/6/72	Dropped
64.		Complete Implementation of 2nd Instructional Plans	1/12/73	1/17/73 L
65.		Implement Special Needs Program	1/12/73	1/12/73
68.		Complete Third Planning Session	2/2/73	2/2/73
69.		Complete Implementation of Third Instructional Plans	3/23/73	3/23/73
71.		Complete Implementation of Fourth Instructional Plans	5/18/73	5/18/73
75.		Complete Special Needs Program	5/28/73	Dropped
78.	b.	Complete Instructional Program Handbook Section	6/8/73	6/1/73 E*

ACT NO.	DESCRIPTION/COMPLETION DATE		STATUS
RESPONSIBILITY: TEACHERS			
82.	Complete A-V Section of Handbook	6/15/73	(Note 2)

86 TOTAL PROJECT ACTIVITIES

KEY NOTES

L - Late

E - Early

R - Revised Schedule

* - Projected Dates

NOTES

1 - Project activities which occurred prior to evaluation contract.

2 - Project activities which shall occur after the conclusion of the evaluation contract.

APPENDIX A

PROJECT EVALUATION REPORTS

REPORT #1 dated September 19, 1972

REPORT #2 dated October 5, 1972

REPORT #3 dated November 30, 1972

REPORT #4 dated February 7, 1973

REPORT #5 dated March 26, 1973

REPORT #6 dated May 15, 1973

APPENDIX B

PROJECT CONTROL SYSTEM SCHEDULE REPORT

CAREER EDUCATION PROJECT EVALUATION
EVALUATION STATUS REPORT #1

BACKGROUND

This report is the first of a series of evaluation reports concerning the design, development and operation of an experimental career education project. The project was developed by the Research Coordination Unit, Division of Vocational Education of the South Carolina Department of Education.

The demonstration district of the project was selected to be the Lexington School District #3, centered in the Batesburg-Leesville area of Lexington County.

The project is designed for a period of eighteen months, from January 1972 through July 1973. This report essentially covers the period January 1972 through August 1972. Future reports of this series will be developed each two months period during the completion of the project.

EVALUATION ACTIVITIES

The activities conducted during the first month of the third party evaluation project are described below.

A. PERT DIAGRAM PROCESSING

The project PERT diagram consisting of 86 individual activities has been automated by data processing using the IBM SYSTEM II Project Control System at the contractor's Data Center. All activities were initially entered using the established completion dates listed in the Project Plan dated June 9, 1972.

This system will be used to monitor the overall activities of the project by the contractor and by the RCU.

The initial complete run of the project produced a report listing of activities and a ganntt chart schedule. This first report essentially showed all activities as critical, except two, due to

the use of the scheduled completion dates. Future operations will be based on the expected future duration in working days for each activity. This procedure will provide a greatly improved schedule for monitoring. In this process, the system will be based only on real work days, Monday - Friday and will exclude all school and state holidays.

The initial set of reports were delivered and reviewed with the RCU on August 29, 1972. During this meeting, all activities assigned to the RCU through August 1972 (Activities 1 - 53) were reviewed. The actual completion dates for each of these activities were recorded for up-dating the systems.

B. DISTRICT VISITATION

At the contractor's request, the RCU scheduled a series of interviews in the School District to provide an initial contact with the staff involved in the project. These interviews were conducted on September 13, 1972, by two members of the contractor's staff. The following District personnel were interviewed from the District Superintendent's Office, the project office and four of the local schools.

1. District Superintendent
2. Project Director
3. Guidance Coordinator
4. Principal - Batesburg Elementary
5. Principal - Leesville Elementary
6. Principal - Batesburg High School
7. Prinicpal - Middle School
8. Teachers - 1st Grade (3)
9. Teachers - 2nd Grade (5)
10. Teachers - 3rd Grade (2)
11. Teachers - 4th Grade (4)
12. Teachers - 5th Grade (2)
13. Teachers - 6th Grade (2)
14. Teachers - 7th Grade (2)

15. Teachers - 8th Grade (2)
16. Teachers - High School (4)
17. Guidance Counselor - Middle School
18. Librarian - High School

These interviews covered a total of 35 staff members involved to various degrees in the project. The purposes of these initial interviews were to determine the attitude of the staff members, their involvement in the project and to learn of problems encountered or anticipated in the successful completion of the project. These interviews were unstructured in nature, but generally followed the same pattern with each interview. The major points of the interviews are outlined below:

1. Description of the Contractor's Role in the Project
2. Determination of Attitude and Involvement
3. Problems Encountered
4. Expected Problems

The following is a summation of the more significant comments made during the interviews. This summation was prepared as guidance to the RCU.

1. Superintendent - The District Superintendent appeared well grounded in the purpose and objective of the project. He was able to discuss many aspects of the project and gave evidence of total support of the goals to be achieved.

   He also outlined several problems related to the project as follows:
   a. Delay in hiring the project staff.
   b. Relatively low salary scales and shortness of the project contract making it more difficult to hire staff.
   c. Difficulty in making arrangements with the State Department for smooth and timely cash flow from project funds to the District. This problem necessitated local funding of the project for a period.

The Superintendent was very complementary of the RCU in its efforts to organize and assist the District staff in implementing the project.

2. Project Director - The Project Director appeared to have only a rather shallow understanding of the overall project. He did not express well his role and indicated that he was uncertain as to his duties in relation to the roles of others. He further expressed his concern in not knowing the division of responsibilities for the budget expenditures of the project.

   Problems related during the interview concerned the following areas:

   a. Initial lack of time to become familiar with the project prior to assuming his duties.
   b. Difficulty in achieving complete teacher participation in the volunteer workshops. The teachers are, therefore, well grounded in the project to varying degrees.
   c. Overlapping of teacher assignments and lack of cooperation of certain librarians with the teachers.
   d. Difficulty in maintaining good communication among all levels of persons involved with the project.

   The Project Director appears to be trying to keep track of the project essentially on a daily-weekly basis. His future planning of the project as described in his initial project plan appears to be only a simple listing of activities without a thorough understanding of the content of the activities.

   The Project Director is perhaps the most critical position in the overall project. This is particularly so when problems become evident. The teachers and principals are looking to the Project Director to resolve a number of current and anticipated problems. Since the Project Director is new to the District and the Project, this task will require an unusual amount of administrative ability and effective inter-personal relations with the District staff.

3. Guidance Coordinator - The Guidance Coordinator appears to be well founded generally in the project. As evidence of this, he has carefully reviewed all activities assigned to his function and he had developed a brief plan of action for these activities with a revised schedule of completion dates.

   The Guidance Coordinator indicated several problem areas as outlined below:

   a. Delay in hiring staff made it difficult to become effective in directing activities on a short time schedule.
   b. Certain difficulties translating project philosophy into actual activities. Function requires more planning time.
   c. The student placement problem should be given more attention in the project definition phase.
   d. Scheduling problems in developing the mini-courses due to the number of students and the lesson plans coordination.

4. Principals - The knowledge and attitude of the principals concerning the project varied between the schools. All of the principals appeared to understand the purpose and objective of the project. Generally the principals were greatly in favor of the project and viewed it as an overall asset to the District. Two principals, however, indicated that the project only amounted to "some new vocational courses" because they had been doing career education for a long time without all "this fuss".

   Problems expressed by the principals were as outlined below:

   a. Confusion is evident among the teachers, those that did not attend the workshops, concerning what is going on with the project. Comments were made as to "When do we start?", "How fast are we to proceed; at what pace?", "What is expected of us at the end of a unit - What do we have to write?"
   b. There is a lack of text and related resource materials available to the teachers. Librarians in some cases appear to be overly possessive concerning those few materials available. Resource

materials should be placed in classrooms for rotation and more materials should be acquired.

c. Project needed more advanced planning time at the local level. At least six months of time was needed prior to start of the project.

The principals evidenced a universal appreciation for the work of the State Department and the RCU for the Project. Several of them cited cases where various offices of the Department had cooperated with them in various ways. They were, however, concerned about the teachers confusion and the speed with which the project had been implemented.

5. Teachers - The teachers of the District were very enthusastic concerning the project and appeared rather well informed on the purposes and objectives. Those teachers that did evidence confusion were essentially those that did not attend the series of workshops. Some of the elementary teachers expressed real concern for the time factor involved in presenting the project materials and instruction along with their normal programs.

The primary problems expressed by the teachers are outlined below:

a. Teachers need additional workshop periods to get together for more effecitve in-grade coordination concerning the program.
b. Those teachers that did not attend the workshops need an immediate "make up" period to bring them up to other teachers' level of understanding.
c. Additional text and resource materials are needed and those available should be released from the libraries for free rotation among classes.
d. The project needs additional community publicity to relate the effort to the local people.
e. There is a critical need for the State Department and the District to formulate a centralized resource and assistance center or function to support the project. Teachers suggested a wide variety of assistance that could aid them in the project,

from the listing of resource AV materials, to the planning of field trips.

f. There is a high level of confusion among the teachers as to what is expected in terms of the unit evaluations and what is to be written up and by whom. Clarification on this area should be resolved as soon as feasible.

g. The completion dates for the units should be varied according to the various grade levels because all grades do not relate to career education in the same way or at the same instructional pace.

The teachers appear to be well motivated concerning the project, but they have expressed serious concern that the project is lacking in proper foundation of planning and internal coordination. While many of the more minor problems concerning student motivation, apparent duplication among the teaching units, and scheduling can be resolved by the teachers during coordination periods, the larger problems concerning the overall administration of the project cannot be resolved by the teachers.

RECOMMENDATIONS

Based on the review and evaluation of the project to this period, the recommendations below are submitted for consideration and action by the RCU.

1. PROJECT MODEL DEVELOPMENT

   a. That the future project model schedule the teacher workshops at least six months prior to actual courses starting and that all workshops be made mandatory for all teachers.

   b. That the future model include the hiring of the project staff at least nine months prior to courses actually starting, to provide adequate project planning.

   c. That the future project model include the early establishment of a materials resources function on a direct basis to provide support for the program.

   d. That the future project model include a student placement program under the Guidance Coordinator function.

e. That the future model project be designed to include a management development program specifically oriented to the Project Director and key offices of the State Department as a joint program to ensure that the local and state staffs are familiar with the same project activities and potential problems.

2. LOCAL PROJECT AFFAIRS

PRIORITY RECOMMENDATIONS

a. That a schedule of teacher coordination meetings be established, perhaps by grade level, to resolve the apparent confusion of many teachers concerning the areas discussed above as soon as practicable.

b. That the Project Director immediately access the needs for additional resource and text materials by direct contact with the teachers and acquire the materials needed.
Further, that the Project Director immediately access the freedom of teachers using the existing resource materials from the libraries and take appropriate action to ensure that teachers and students have full access to all materials available.

c. That the Project Director implement the planned project publicity compaign in coordination with the schools to let them know what is planned for release and when.

d. That the Project Director establish a schedule to visit all schools specifically for the purposes of contacting the teachers to monitor the program and to take necessary action to resolve problems where necessary. Such a schedule should be made known to all teachers and principals to allow for flexibility in arranging teacher schedules.

OTHER RECOMMENDATIONS

a. That the RCU explore the difficulties encountered by the District in establishing the proper flow of project funds to the District, and resolve the problem by internal Department action.

b. That the RCU staff consider the apparent need of the Project Director for a more comprehensive understanding of the project in terms of his responsibilities, internal coordination and contact with the teachers of the District.

c. That the RCU consider the establishment of a materials resources function to aid local districts in similar future projects and to work with local resource centers, when they are established.

d. That the RCU and the Project Director take effective and timely action to resolve with the teachers exactly what is expected of them at the conclusion of a unit in terms of written reports and evaluations. It is not clear at this point what is expected of the teachers.

SUMMARY COMMENT

The overall project appears to have been successfully implemented in the District by the RCU staff. There does, however, appear to be problems evident that could seriously detract from the potential benefit of the project. None of these problems appear so serious at this time, to prevent easy resolution by timely actions as recommended.

Robert E. Woodward

ROBERT E. WOODWARD
DIRECTOR
MANAGEMENT SERVICES

CAREER EDUCATION PROJECT EVALUATION

EVALUATION STATUS REPORT #2

EVALUATION ACTIVITIES

This status report covers the month of September, 1972 and the projected activities of October, 1972. During the month of September, five project activities were scheduled, as shown on the attached TWO MONTH ACTIVITIES STATUS CHART. This type of chart will be prepared for each two month report.

ACTIVITIES OF SEPTEMBER, 1972

56 - Student Recruitment - This activity was dependent upon activity 50 - the development of the Plan for Adult Vocational program. Activity 50 was completed on 8/27/72, two days late and activity 56 was successfully completed on schedule.

58 - Program Started (Adult) - This activity was completed on schedule during the month.

55 - Vocational Courses Started - The courses were started on schedule (9/5/72).

54 - Needed A-V Equipment Procured - Essentially all of the necessary equipment has been received by the District. A few items yet remain to be delivered. This activity, therefore, is considered completed as of 9/13/72, a projected delay of 12 days.

57 - Develop Models of 1 & 5 Year Follow-Up Study - This activity completion date was revised from 9/8/72 to 10/17/72. However, the projected actual completion has slipped to 11/10/72. This delay will effect completion of activity #67 due on 1/15/73, unless the effort can be compressed.

ACTIVITIES OF OCTOBER, 1972

Based on the status of the September activities, the three October activities will most likely be affected as follows:

60 - Complete Implementation of 1st Instructional Plans - This activity is dependent upon #54, which is essentially completed. The delay in receipt of the remaining equipment items should not greatly affect this activity.

59 - Plan Special Needs Program - This activity is dependent on #46. Activity is completed and should not greatly effect the on-schedule completion of activity #59.

61 - VIEW Program Initiated - This activity is dependent on two activities #48 and #49. Since both of these activities are now projected to be delayed into October and November, it is apparent that this activity may be delayed as much as 15 to 20 days.

OTHER ACTIVITIES

1. Key officials of the District staff and the RCU were contacted by telephone on October 4th to review the status of the September project objectives.

2. A preliminary date of October 17th was established for the contractor's second on-site visit.

3. A memorandum was prepared for the RCU and the key District staff officials requesting the estimation of actual work days on all remaining project activities. A copy of the memorandum is attached for reference purposes. This information was requested to provide more realistic input data for the computer monitoring program.

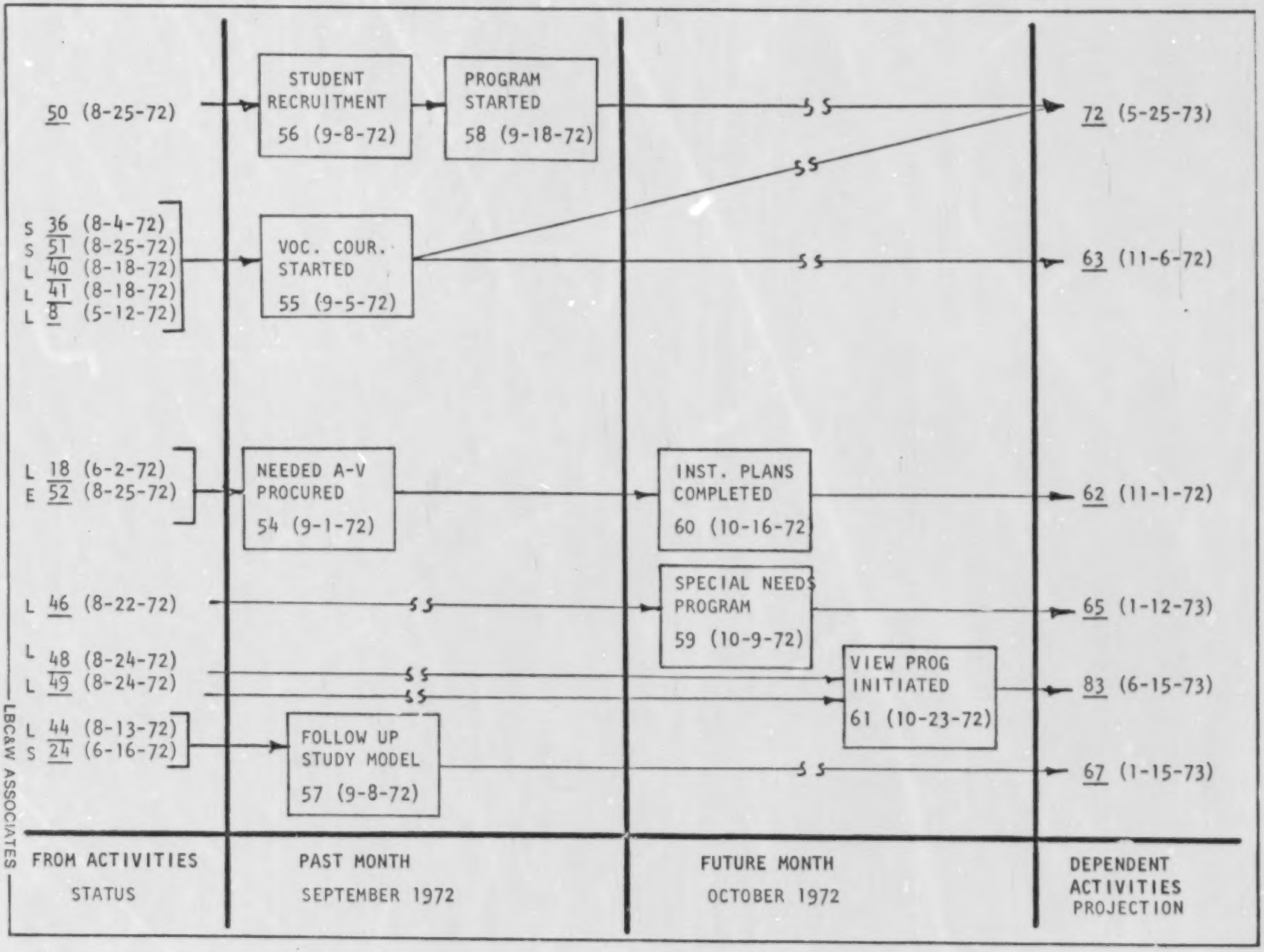
Robert E. Woodward

ROBERT E. WOODWARD
DIRECTOR
MANAGEMENT SERVICES

REW:ayd:w

S-359

TWO MONTH ACTIVITIES STATUS CHART - CAREER EDUCATION PROJECT



LBC&W ASSOCIATES

CAREER EDUCATION PROJECT EVALUATION
EVALUATION STATUS REPORT #3

EVALUATION ACTIVITIES

This status report covers the months of October and November, 1972 and the projected activities of December, 1972 and January, 1973. During the months of October and November, five project activities were scheduled to be completed. The attached Two Month Activities Chart reflects the current status of these activities.

ACTIVITIES OF OCTOBER, 1972

59 - Special Needs Program Planned. This activity appears to be unclear as to its completion. The activity is the responsibility of the teachers, but none questioned on November 29th knew of the activity. It is therefore assumed to be late from its scheduled completion of 10-9-72. Activity 65 - Implementation of the Special Needs Program (1-12-73) is dependent upon A-59.

60 - Instructional Plans Implemented. This activity was completed late on 10-31-72, however its dependent activity, 62 (11-1-72) was completed on schedule.

61 - VIEW Program Initiated. This activity was completed on schedule. Apparently the projected delay in this activity from activities 48 and 49, did not delay its implementation. Activity 49 was completed on 11-10-72.

ACTIVITIES OF NOVEMBER, 1972

62 - Second Planning Session. This activity was completed on schedule.

63 - Craft Committees Formed. This activity is not completed. There is apparently some confusion on the part of the vocational teacher that this is a valid project requirement and also who is responsible. This activity is therefore assumed to be slipping. No projected completion date is available.

ACTIVITIES OF DECEMBER, 1972

There are no scheduled activities in this month.

ACTIVITIES OF JANUARY, 1973

1. Activities 64 and 68 are projected to be completed on or before the scheduled dates.

2. Activity 65, the implementation of the special needs program, may be delayed if the status of the activity is not clarified for resolution in December.

3. Activities 66 and 67 have been rescheduled to later dates by Mr. Grant as follows:

#66 - Student Placement System	1-12-73 to 3-29-73
#67 - Follow-Up Study Model Implemented	1-15-73 to 2-15-73

These delays do not appear to present any significant problems for the project's successful completion.

OTHER REMARKS

1. The November site visit was completed on November 29, 1972. Mr. Grout, Mr. Kirkland, Mr. Grant and several vocational teachers were contacted concerning the project.

2. Since there are no scheduled activities in December and the District will be closed for a two-week period, no site visit has been scheduled for December.

3. The revised update project control system will be run and available to the RCU on December 6th.

RECOMMENDATIONS

1. That the responsibilities concerning activities 59 - Special Needs Program and 63 - Craft Committee, be clarified with the staff to resolve the real and potential delays in other project activities.

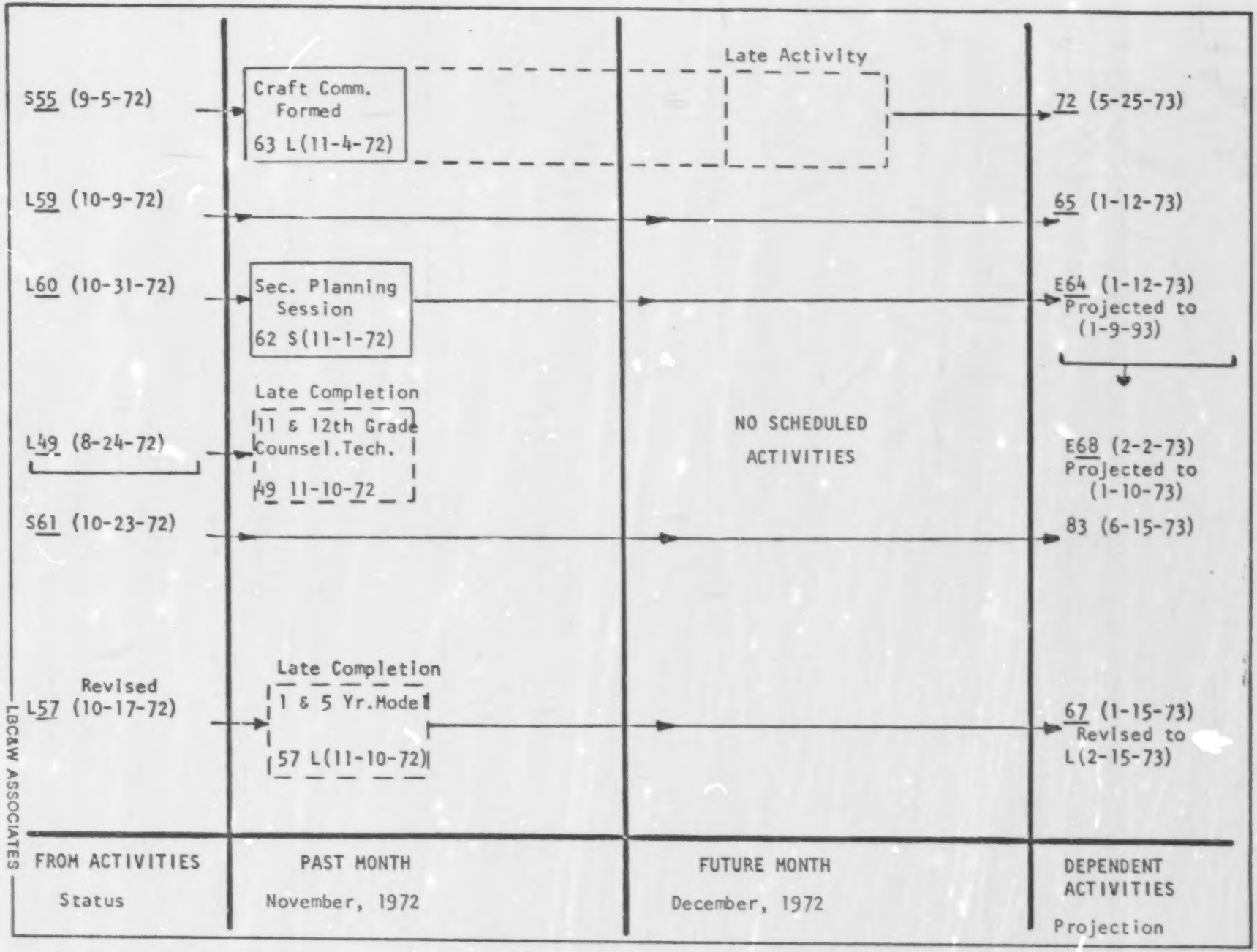
2. That some procedures be developed wherein those activities assigned to the teachers be reported to the Project Director and the activities of the councelors be reported to the Guidance Coordinator for project status reporting.

Robert E Woodward

ROBERT E. WOODWARD
Director, Management Services

REW:wh
Attachment
File S-359

TWO MONTH ACTIVITIES STATUS CHART - CAREER EDUCATION PROJECT



STATUS SYMBOLS L - Late E - Early S - On Schedule

LBC&W ASSOCIATES

CAREER EDUCATION PROJECT EVALUATION

EVALUATION STATUS REPORT #4

EVALUATION ACTIVITIES

This status report covers the month of January, 1973, and the projected activities of February, 1973. The attached Two Month Activities Status Chart reflects the status of the activities scheduled for January and February.

ACTIVITIES OF JANUARY, 1973

64 - Instructional Plans Implemented - This activity was completed on 1/17/73, five days late from the schedule (1/12/73).

65 - Implementation of Special Needs Program - This activity is assumed to be completed as of 1/12/73, on schedule. Apparently, the sixth grade teachers have dropped their plans for this program, but the fifth grade teachers have implemented this program.

66 - Student Placement System Completed - Activity rescheduled to 3/29/73 with no apparent conflict.

67 - Follow-up Study Model Implemented - Activity rescheduled to 3/1/73 with no apparent conflict.

ACTIVITIES OF FEBRUARY, 1973

68 - Third Planning Session Completed - This activity was completed on 1/17/73 ahead of schedule.

No other activities were scheduled for February.

OTHER REMARKS

1. The January site visit was completed on February 6, 1973. Mr. Grant, Mr. Kirkland and the vocational instructors were contacted concerning the project.

2. The next visit will be scheduled for the first week in March.

3. The next scheduled update of the control system will be performed after the March activities are evaluated.

RECOMMENDATIONS

None.

CAREER EDUCATION PROJECT EVALUATION, continued.

SUMMARY

There appears to be no major problems associated with the project at this time. During the site visitation the requirements of the new Occupational Safety and Health Act were discussed as they might apply to the vocational facility.

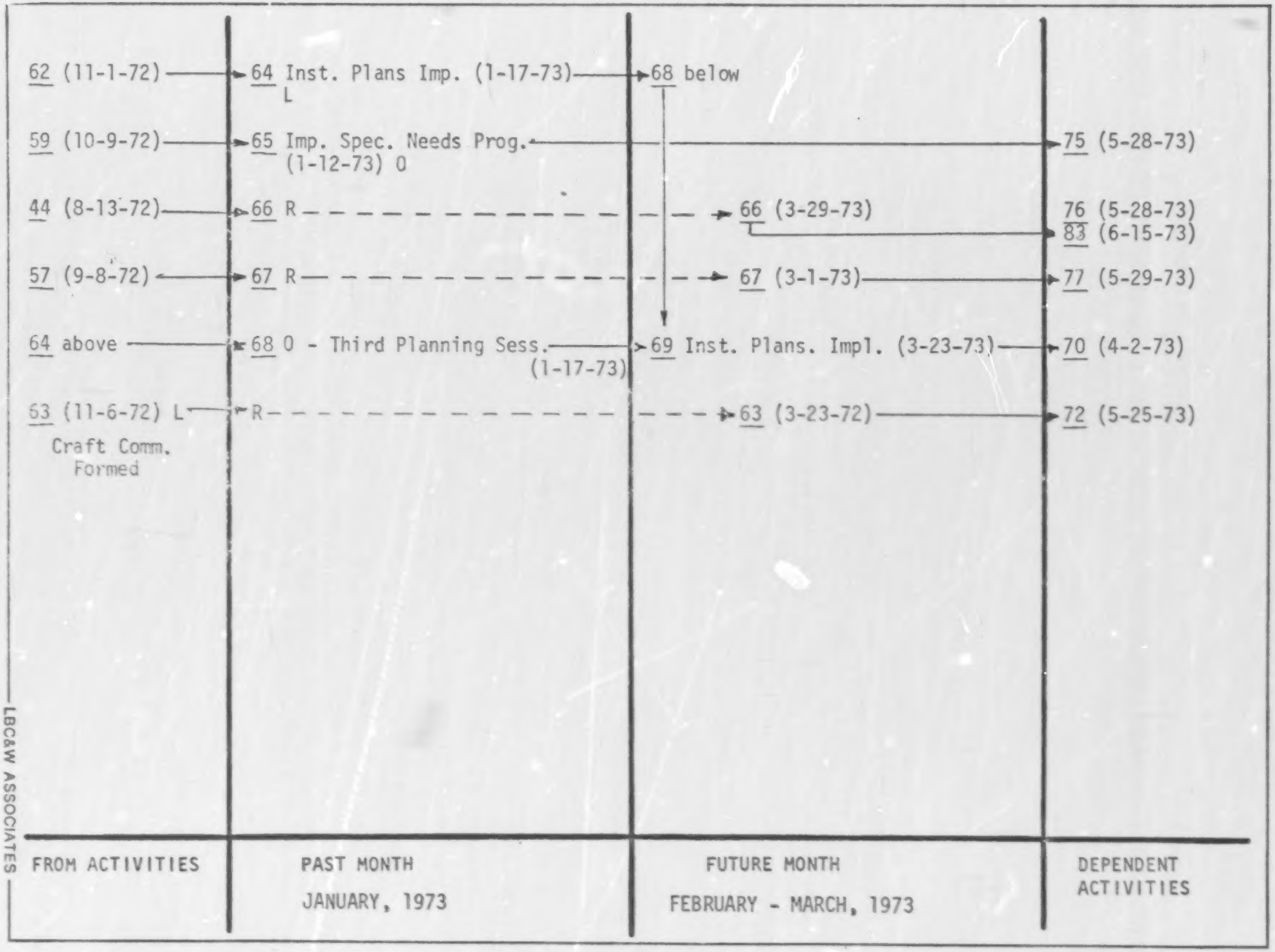
Robert E. Woodward

ROBERT E. WOODWARD
Director, Management Services

Attachment

CC: File S-359

TWO MONTH ACTIVITIES STATUS CHART - CAREER EDUCATION PROJECT



L - Late O - On Schedule R - Revised Date

LBC&W ASSOCIATES

CAREER EDUCATION PROJECT EVALUATION

EVALUATION STATUS REPORT # 5

EVALUATION ACTIVITIES

This status report covers the months of February and March, 1973, and the projected activities of April. The attached Two Month Activities Status Chart reflects the status of the activities scheduled for this reporting period.

A major review of the project was conducted this month prior to the site evaluation visit conducted on March 23, 1973. Comments concerning this review are presented below.

ACTIVITIES OF FEBRUARY, 1973

68 Third Planning Session Completed - This was the only activity scheduled for the month and it was completed on 1/17/73 as previously reported.

ACTIVITIES OF MARCH, 1973

67 Follow-up Study Model Implemented - This activity originally scheduled for 1/15/73 and revised to 3/1/73, is assumed completed on 3/23/73. Apparently, follow-up surveys are being mailed out this week.

69 Instructional Plans Implemented - This activity was completed on schedule 3/23/73.

70 Fourth Planning Session Completion - This activity was completed ahead of schedule (4/2/73) on 3/21/73.

63 Craft Committee Formed - This activity originally scheduled for 11/4/72, and revised to 3/23/73, has not been accomplished. There is apparently a question as to the worth or benefit of using such committee in the project.

66 Student Placement System Completed - This activity originally scheduled for 1/12/73 and revised to 3/23/73 is apparently completed as of 3/23/73. Completed surveys are being returned from students.

ACTIVITIES OF APRIL, 1973

While the only scheduled activity for April, #70, has already been completed, a site visit will be scheduled to review other aspects of the project.

OTHER REMARKS

1. The site visit was conducted on Friday, March 23rd. Mr. Grant and Mr. Kirkland were contacted concerning the status of the project. Mr. Grant was not available.

2. The sub-activities chart prepared to follow the remaining events of the project has apparently aided in improved control and scheduling.

3. It was regretable to learn that Mr. Kirkland will not be associated with the project continuation efforts for the next year. Continuity of personnel and experience in such projects is of vital importance for project improvement. The delay in receiving federal approval of the project's continuation could well place the District in the same difficult position as it faced last year in acquiring personnel early in the planning period.

4. While it is beyond the scope of this evaluation to comment on the future career education projects that may be undertaken, the following comments are made as general suggestions.

The project manual to be developed at the conclusion of this project as a guide for implementing similar projects in other districts of the State should contain a section or chapter specifically oriented to the management and administration of the project.

This section, as a minimum, should contain an activities flow chart and an activities listing as the original project did. In addition, it is suggested that key position descriptions be included at each appropriate level of the project describing the levels of responsibility, coordination, etc. An organizational chart would also be an aid with activity flow lines imposed for critical functions.

Sub-sections should also be devoted defining elements of the project such as funding channels, learning resources, activities coordination and status reporting. Decision tree charts would aid in defining who may make what types of decisions.

5. The next project control run will be processed during the week of March 26-30, and should be available by April 2nd.

Robert E. Woodward

ROBERT E. WOODWARD
Director, Management Services

REW:lm:w

File: S-359

CAREER EDUCATION PROJECT EVALUATION

EVALUATION STATUS REPORT # 6

EVALUATION ACTIVITIES

This status report covers the months of April and May, 1973. There is no monthly activities schedule attached to this report as discussed below.

Prior to the site visit conducted this month on May 8th, the staff held a verbal review of all aspects of the project. This discussion guided the final set of interviews conducted during the site visit.

ACTIVITIES OF APRIL, 1973

70 - Fourth Planning Session completed. As previously reported, this activity was completed on March 21, 1973.

ACTIVITIES OF MAY, 1973

There are seven activities scheduled for completion late in the month. The site visit was considered too early to evaluate these activities. We, therefore, plan an additional contact in the District on or after May 28th to determine the status of the activities. If this evaluation is conducted by a site visit, a time extension to June 10th will be requested to complete the final project summary report. According to the project contract, the final report is to be submitted by May 30th.

The activities of May, 1973 are:

71 - Instructional Plans Implemented (5/18/73)

72 - Vocational Programs Completed and Summarized (5/28/73)

73 - Results of District Plan Completed (5/28/73)

74 - Project Evaluation Results Summarized (5/28/73)

75 - Special Program Completed (5/28/73)

76 - Guidance Coordination Program Completed (5/28/73)

77 - Model Study Completed and Summarized (5/28/73)

OTHER REMARKS

1. The District staff arranged interviews with 32 personnel of the District,

representing many of the same persons originally interviewed. In addition, at two of the schools visited approximately fifteen students were questioned concerning the project. A summary report will contain the results of these interviews.

2. The State RCU has scheduled state level interviews for May 23rd. The results of these interviews also will be reflected in a summary report of the project evaluation.

3. There are a series of activities at the end of May, 1973 (listed above) which imply that various persons in the District are to develop sections of the bound book. During the last site visit a number of persons were questioned concerning the status of these sections. In most every such case, the persons were generally unsure of their roles and indicated that little or no work had been started concerning these sections. This apparent confusion could seriously limit the completion activities in June and July.

4. The final project report is currently being developed. Depending upon the evaluation of the late May activities, the final report will be submitted by June 10th.

Robert E Woodward

ROBERT E. WOODWARD

REW:lm:w

File: S-359

IBM PROJECT CONTROL SYSTEM

RUN DATE 11 AUG 72 ** S C H E D U L E R E P O R T ** DATA DATE 7 FEB 72

RUN SEQUENCE 0 NETWORK ID 25 CAREER EDUCATION EVALUATION FROM 1 FEB 72 TO 13 JUL 73

SEQUENCE W I PAGE 1

(I)	(J)	DESCRIPTION	TOT DURAT	CAL	START EARLY	START LATE	START FLOAT	FINISH EARLY	FINISH LATE	FIN FLOAT
1	2	NEW VOCATIONAL COURSES DETERNINED	23.0	71	7FEB72	7FEB72	0.0	29FEB72	29FEB72	0.0
1	3	DEVELOPMENT 5-YR FOLLOW-UP STUDY COMPLETED	32.0	71	7FEB72	7FEB72	0.0	9MAR72	9MAR72	0.0
1	4	STUDENT ORIENTATION TO NEW COURSES COMPLETED	50.0	71	7FEB72	7FEB72	0.0	27MAR72	27MAR72	0.0
1	7	EXISTING PROG. PREVIEWED, LIT. SEARCH PERFOR	93.0	71	7FEB72	7FEB72	0.0	9MAY72	9MAY72	0.0
1	9	DIST. PROJ. DIRECTOR & SECRETARY HIRED	95.0	71	7FEB72	7FEB72	0.0	11MAY72	11MAY72	0.0
1	11	ORIENTATION OF DISTRICT STAFF COMPLETED	66.0	71	7FEB72	7MAR72	29.0	12APR72	11MAY72	29.0
1	12	DISTRICT GUIDANCE COORDINATOR HIRED	95.0	71	7FEB72	7FEB72	0.0	11MAY72	11MAY72	0.0
1	19	DOCUMENTARY PLAN COMPLETED	117.0	71	7FEB72	7FEB72	0.0	2JUN72	2JUN72	0.0
2	5	EQUIPMENT LISTS FOR NEW COURSES COMPLETED	55.0	71	1MAR72	1MAR72	0.0	24APR72	24APR72	0.0
2	6	VOCATION. FACILITY DRAWINGS & SPECS COMPLETE	58.0	71	1MAR72	1MAR72	0.0	27APR72	27APR72	0.0
2	33	VOCATIONAL INSTRUCTORS HIRED	149.0	71	1MAR72	1MAR72	0.0	27JUL72	27JUL72	0.0
3	13	5-YEAR FOLLOW-UP STUD COMPLETED	66.0	71	10MAR72	10MAR72	0.0	14MAY72	14MAY72	0.0
4	8	STUDENT REGISTRAT. FOR NEW COURSES COMPLETED	45.0	71	28MAR72	28MAR72	0.0	11MAY72	11MAY72	0.0
5	21	EQUIPMENT ORDERED	52.0	71	25APR72	25APR72	0.0	15JUN72	15JUN72	0.0
6	28	CONSTRUCTION CONTRACT RELEASED	63.0	71	28APR72	28APR72	0.0	29JUN72	29JUN72	0.0
7	10	PROJ. GOALS & OBJECTIVES ESTABLISHED	2.0	71	10MAY72	10MAY72	0.0	11MAY72	11MAY72	0.0
7	11	ORIENTATION OF DISTRICT STAFF COMPLETED	2.0	71	10MAY72	10MAY72	0.0	11MAY72	11MAY72	0.0
8	55	NEW VOCATIONAL COURSES STARTED	116.0	71	12MAY72	12MAY72	0.0	4SEP72	4SEP72	0.0
9	38	COMMUNITY RESOURCE COUNCIL ESTABLISHED	91.0	71	12MAY72	12MAY72	0.0	10AUG72	10AUG72	0.0
9	42	DEVE. PUBLICITY CAMP & COMPLETE DIST PROJ PL	98.0	71	12MAY72	12MAY72	0.0	17AUG72	17AUG72	0.0
10	14	PRELIMINARY PROJECT PLAN COMPLETED	10.0	71	12MAY72	12MAY72	0.0	21MAY72	21MAY72	0.0

SEQUENCE W I

(I)	(J)	DESCRIPTION	TOT DURAT	CAL	START EARLY	START LATE	START FLOAT	FINISH EARLY	FINISH LATE	FIN FLOAT
11	14	PRELIMINARY PROJECT PLAN COMPLETED	10.0	71	12MAY72	12MAY72	0.0	21MAY72	21MAY72	0.0
11	15	FACULTY SURVEY FOR VOLUNTEER WRKSHP COMPLETE	13.0	71	12MAY72	12MAY72	0.0	24MAY72	24MAY72	0.0
11	18	A-V EQUIPMENT SURVEY AND NEEDS COMPLETED	21.0	71	12MAY72	12MAY72	0.0	1JUN72	1JUN72	0.0
12	44	GUIDANCE COORDINATION PROGRAM PLAN	93.0	71	12MAY72	12MAY72	0.0	12AUG72	12AUG72	0.0
13	24	SUMMARIZATION OF FOLLOWING STUDY COMPLETED	32.0	71	15MAY72	15MAY72	0.0	15JUN72	15JUN72	0.0
14	16	PROJ. PLAN REVIEWED WITH DIST ADMIN.& VOC. E	4.0	71	22MAY72	22MAY72	0.0	25MAY72	25MAY72	0.0
15	23	WORKSHOP AGENDA COMPLETED	22.0	71	25MAY72	25MAY72	0.0	15JUN72	15JUN72	0.0
16	17	PROJECT PLAN FINALIZED	7.0	71	26MAY72	26MAY72	0.0	1JUN72	1JUN72	0.0
17	20	CHANGE REQUEST SUBMITTED TO HEW	7.0	71	2JUN72	2JUN72	0.0	8JUN72	8JUN72	0.0
17	22	POTENTIAL 3RD PARTY EVALUATORS CONTACTED	14.0	71	2JUN72	2JUN72	0.0	15JUN72	15JUN72	0.0
18	54	NEEDED A-V EQUIPMENT PROCURED	91.0	71	2JUN72	2JUN72	0.0	31AUG72	31AUG72	0.0
19	31	DOCUMENTARY CONTRACT WITH ETV RELEASED	41.0	71	3JUN72	3JUN72	0.0	13JUL72	13JUL72	0.0
20	27	CONFIRMATION FROM HEW RECEIVED	20.0	71	9JUN72	9JUN72	0.0	28JUN72	28JUN72	0.0
21	40	EQUIPMENT FOR NEW VOCATIONAL COURSES INSTALL	63.0	71	16JUN72	16JUN72	0.0	17AUG72	17AUG72	0.0
22	29	CONTRACT 3 PARTY EXTERNAL EVALUAT. RELEASED	14.0	71	16JUN72	16JUN72	0.0	29JUN72	29JUN72	0.0
23	25	FIRST VOLUNTEER WORKSHOP COMPLETED	1.0	71	16JUN72	16JUN72	0.0	16JUN72	16JUN72	0.0
24	44	GUIDANCE COORDINATION PROGRAM PLAN	58.0	71	16JUN72	16JUN72	0.0	12AUG72	12AUG72	0.0
24	57	1-YR & 5-YR. FOLLOW-UP STUDY MODEL COMPLETED	84.0	71	16JUN72	16JUN72	0.0	7SEP72	7SEP72	0.0
25	26	2ND VOL WORKSHOP COMPLETE	7.0	71	17JUN72	17JUN72	0.0	23JUN72	23JUN72	0.0
26	30	THIRD VOLUNTEER WORKSHOP COMPLETED	14.0	71	24JUN72	24JUN72	0.0	7JUL72	7JUL72	0.0
27	29	CONTRACT 3RD PARTY EXT. EVAL RELEASED	1.0	71	29JUN72	29JUN72	0.0	29JUN72	29JUN72	0.0
27	30	THIRD VOLUNTEER WORKSHOP COMPLETED	9.0	71	29JUN72	29JUN72	0.0	7JUL72	7JUL72	0.0
27	31	DOCUMENTARY CONTRACT WITH ETV RELEASED	15.0	71	29JUN72	29JUN72	0.0	13JUL72	13JUL72	0.0

SEQUENCE W I

(I)	(J)	DESCRIPTION	TOT DURAT	CAL	START EARLY	START LATE	START FLOAT	FINISH EARLY	FINISH LATE	FIN FLOAT
27	34	INTERNAL EVALUATION SYSTEM COMPLETED	29.0	71	29JUN72	29JUN72	0.0	27JUL72	27JUL72	0.0
27	42	DEVE. PUBLICITY CAMP & COMPLETE DIST PROJ PL	40.0	71	29JUN72	9JUL72	10.0	7AUG72	17AUG72	10.0
27	44	GUIDANCE COORDINATION PROGRAM PLAN	45.0	71	29JUN72	29JUN72	0.0	12AUG72	12AUG72	0.0
28	41	NEW VOCATIONAL FACILITY COMPLETED	49.0	71	30JUN72	30JUN72	0.0	17AUG72	17AUG72	0.0
29	34	INTERNAL EVALUATION SYSTEM COMPLETED	28.0	71	30JUN72	30JUN72	0.0	27JUL72	2 JUL72	0.0
30	32	3RD VOL WORKSHOP COMPLETE	7.0	71	8JUL72	8JUL72	0.0	14JUL72	14JUL72	0.0
31	84	UNEDITED DOCUMENTARY COMPLETE	343.0	71	14JUL72	14JUL72	0.0	21JUN73	21JUN73	0.0
32	35	FIFTH VOLUNTEER WORKSHOP COMPLETED	14.0	71	15JUL72	15JUL72	0.0	28JUL72	28JUL72	0.0
33	36	EMERGENCY VOC. ED. INSTRUCT. PLAN COMPLETED	7.0	71	28JUL72	28JUL72	0.0	3AUG72	3AUG72	0.0
33	40	EQUIPMENT FOR NEW VOCATIONAL COURSES INSTALL	21.0	71	28JUL72	28JUL72	0.0	17AUG72	17AUG72	0.0
33	50	PLAN FOR ADULT VOCATIONAL PROGRAM COMPLETED	28.0	71	28JUL72	28JUL72	0.0	24AUG72	24AUG72	0.0
33	51	TEACHER CERTIFICATION & TRAINING COMPLETED	28.0	71	28JUL72	28JUL72	0.0	24AUG72	24AUG72	0.0
34	74	PROJ. EVALUATION RESULTS SUMMARIZED	304.0	71	28JUL72	28JUL72	0.0	27MAY73	27MAY73	0.0
35	37	SIXTH VOLUNTEER WORKSHOP COMPLETED	7.0	71	29JUL72	29JUL72	0.0	4AUG72	4AUG72	0.0
36	55	NEW VOCATIONAL COURSES STARTED	32.0	71	4AUG72	4AUG72	0.0	4SEP72	4SEP72	0.0
37	39	PRE-VOC. HANDS-ON ACTIVITIES SUMMARIZED	6.0	71	5AUG72	5AUG72	0.0	10AUG72	10AUG72	0.0
37	43	CAREER EDUCATION ACTIVITIES SUMMARIZED	13.0	71	5AUG72	5AUG72	0.0	17AUG72	17AUG72	0.0
37	45	SUMMARIZATION OF AVAIL. A-V MAT. COMPLETED	16.0	71	5AUG72	5AUG72	0.0	20AUG72	20AUG72	0.0
37	46	STAFF PLANNING SESSIONS COMPLETED	17.0	71	5AUG72	5AUG72	0.0	21AUG72	21AUG72	0.0
38	42	DEVELOPMENT OF PUBLICITY CAMPAIGN COMPLETED	7.0	71	11AUG72	11AUG72	0.0	17AUG72	17AUG72	0.0
39	43	CAREER EDUCATION ACTIVITIES SUMMARIZED	7.0	71	11AUG72	11AUG72	0.0	17AUG72	17AUG72	0.0
40	55	NEW VOCATIONAL COURSES STARTED	18.0	71	18AUG72	18AUG72	0.0	4SEP72	4SEP72	0.0
41	55	NEW VOCATIONAL COURSES STARTED	18.0	71	18AUG72	18AUG72	0.0	4SEP72	4SEP72	0.0

SEQUENCE W 1

(I)	(J)	DESCRIPTION	TOT DURAT	CAL	START EARLY	START LATE	START FLOAT	FINISH EARLY	FINISH LATE	FIN FLOAT
42	46	STAFF PLANNING SESSIONS COMPLETED	4.0	71	18AUG72	18AUG72	0.0	21AUG72	21AUG72	0.0
42	53	INSTRUCTIONAL ASSISTANT HIRED	10.0	71	18AUG72	18AUG72	0.0	27AUG72	27AUG72	0.0
42	73	RESULTS OF DISTRICT PLAN COMPLETED	283.0	71	18AUG72	18AUG72	0.0	27MAY73	27MAY73	0.0
43	46	STAFF PLANNING SESSIONS COMPLETED	4.0	71	18AUG72	18AUG72	0.0	21AUG72	21AUG72	0.0
44	46	STAFF PLANNING SESSIONS COMPLETED	9.0	71	13AUG72	13AUG72	0.0	21AUG72	21AUG72	0.0
44	47	PROD. OBJECTIVES TESTING PROGRAM COMPLETED	11.0	71	13AUG72	13AUG72	0.0	23AUG72	23AUG72	0.0
44	48	10TH GRADE GUIDANCE COURSE COMPLETED	11.0	71	13AUG72	13AUG72	0.0	23AUG72	23AUG72	0.0
44	49	11TH & 12TH GRADE COUNSELING TECH. COMPLETED	11.0	71	13AUG72	13AUG72	0.0	23AUG72	23AUG72	0.0
44	57	1-YR. & 5-YR. FOLLOW-UP STUDY MODEL COMPLETE	26.0	71	13AUG72	13AUG72	0.0	7SEP72	7SEP72	0.0
44	66	STUDENT PLACEMENT SYSTEM COMPLETE	152.0	71	13AUG72	13AUG72	0.0	11JAN73	11JAN73	0.0
44	76	GUIDANCE COORDINATION PROGRAM COMPLETED	288.0	71	13AUG72	13AUG72	0.0	27MAY73	27MAY73	0.0
45	46	STAFF PLANNING SESSIONS COMPLETED	1.0	71	21AUG72	21AUG72	0.0	21AUG72	21AUG72	0.0
46	52	TEACHER PLANNING FOR USE OF A-V MAT. COMPLET	3.0	71	22AUG72	22AUG72	0.0	24AUG72	24AUG72	0.0
46	59	SPECIAL NEEDS PROGRAM PLANNED	48.0	71	22AUG72	22AUG72	0.0	8OCT72	8OCT72	0.0
46	60	INSTRUCTIONAL PLANS IMPLEMENTED	55.0	71	22AUG72	22AUG72	0.0	15OCT72	15OCT72	0.0
47	83	GUIDANCE SECTION OF HANDBOOK COMPLETED	295.0	71	24AUG72	24AUG72	0.0	14JUN73	14JUN73	0.0
48	61	VIEW PROGRAM INITIATED	60.0	71	24AUG72	24AUG72	0.0	22OCT72	22OCT72	0.0
49	61	VIEW PROGRAM INITIATED	60.0	71	24AUG72	24AUG72	0.0	22OCT72	22OCT72	0.0
50	56	STUDENT RECRUITMENT FOR ADULT PROG. COMPLETE	14.0	71	25AUG72	25AUG72	0.0	7SEP72	7SEP72	0.0
51	55	NEW VOCATIONAL COURSES STARTED	11.0	71	25AUG72	25AUG72	0.0	4SEP72	4SEP72	0.0
52	54	NEEDED A-V EQUIPMENT PROCURED	7.0	71	25AUG72	25AUG72	0.0	31AUG72	31AUG72	0.0
52	60	INSTRUCTIONAL PLANS IMPLEMENTED	52.0	71	25AUG72	25AUG72	0.0	15OCT72	15OCT72	0.0
53	60	INSTRUCTIONAL PLANS IMPLEMENTED	49.0	71	28AUG72	28AUG72	0.0	15OCT72	15OCT72	0.0

SEQUENCE W I

(I)	(J)	DESCRIPTION	TOT DURAT	CAL	START EARLY	START LATE	START FLOAT	FINISH EARLY	FINISH LATE	FIN FLOAT
54	60	INSTRUCTIONAL PLANS IMPLEMENTED	45.0	71	1SEP72	1SEP72	0.0	15OCT72	15OCT72	0.0
55	63	CRAFT COMMITTEES FOR VOC. COURSES FORMED	62.0	71	5SEP72	5SEP72	0.0	5NOV72	5NOV72	0.0
55	72	VOCATIONAL PROGRAMS COMPLETED & SUMMARIZED	262.0	71	5SEP72	5SEP72	0.0	24MAY73	24MAY73	0.0
56	58	ADULT VOCATIONAL PROGRAM STARTED	10.0	71	8SEP72	8SEP72	0.0	17SEP72	17SEP72	0.0
57	67	FOLLOW-UP STUDY MODEL IMPLEMENTED	129.0	71	8SEP72	8SEP72	0.0	14JAN73	14JAN73	0.0
58	72	VOCATIONAL PROGRAMS COMPLETED & SUMMARIZED	249.0	71	18SEP72	18SEP72	0.0	24MAY73	24MAY73	0.0
59	65	IMPLEMENTATION OF SPECIAL NEEDS PROG. BEGUN	95.0	71	9OCT72	9OCT72	0.0	11JAN73	11JAN73	0.0
60	62	SECOND PLANNING SESSION COMPLETED	16.0	71	16OCT72	16OCT72	0.0	31OCT72	31OCT72	0.0
61	83	GUIDANCE SECTION OF HANDBOOK COMPLETED	235.0	71	23OCT72	23OCT72	0.0	14JUN73	14JUN73	0.0
62	64	INSTRUCTIONAL PLANS IMPLEMENTED	72.0	71	1NOV72	1NOV72	0.0	11JAN73	11JAN73	0.0
63	72	VOCATIONAL PROGRAMS COMP. & SUMMARIZEDED	200.0	71	6NOV72	6NOV72	0.0	24MAY73	24MAY73	0.0
64	68	THIRD PLANNING SESSION COMPLETED	21.0	71	12JAN73	12JAN73	0.0	1FEB73	1FEB73	0.0
65	75	SPECIAL PROGRAM COMPLETED	136.0	71	12JAN73	12JAN73	0.0	27MAY73	27MAY73	0.0
66	83	GUIDANCE SECTION OF HANDBOOK COMPLETED	154.0	71	12JAN73	12JAN73	0.0	14JUN73	14JUN73	0.0
66	85	STUDENT PLACEMENT COMPLETED & SUMMARIZED	175.0	71	12JAN73	12JAN73	0.0	5JUL73	5JUL73	0.0
67	77	MODEL STUDY COMPLETED AND SUMMARIZED	133.0	71	15JAN73	15JAN73	0.0	27MAY73	27MAY73	0.0
68	69	INSTRUCTIONAL PLANS IMPLEMENTED	49.0	71	2FEB73	2FEB73	0.0	22MAR73	22MAR73	0.0
69	70	FOURTH PLANNING SESSION COMPLETED	10.0	71	23MAR73	23MAR73	0.0	1APR73	1APR73	0.0
70	71	INSTRUCTIONAL PLANS IMPLEMENTED	46.0	71	2APR73	2APR73	0.0	17MAY73	17MAY73	0.0
71	78	SUMMARY SESSIONS FOR TEACHERS COMPLETED	21.0	71	18MAY73	18MAY73	0.0	7JUN73	7JUN73	0.0
72	79	VOCATIONAL SECT. HANDBOOK COMPLETE	21.0	71	25MAY73	25MAY73	0.0	14JUN73	14JUN73	0.0
73	80	PLANNING SECTION OF HANDBOOK COMPLETED	18.0	71	28MAY73	28MAY73	0.0	14JUN73	14JUN73	0.0
74	81	EVALUATION SECTION OF HANDBOOK COMPLETED	18.0	71	28MAY73	28MAY73	0.0	14JUN73	14JUN73	0.0

SEQUENCE W I

(1)	(3)	DESCRIPTION	TOT DURAT	CAL	START EARLY	START LATE	START FLOAT	FINISH EARLY	FINISH LATE	FIN FLOAT
75	78	INSTRUCTIONAL PROG SECT HANDBOOK COMPLETED	11.0	71	28MAY73	28MAY73	0.0	7JUN73	7JUN73	0.0
76	83	GUIDANCE SECTION OF HANDBOOK COMPLETED	18.0	71	28MAY73	28MAY73	0.0	14JUN73	14JUN73	0.0
77	83	GUIDANCE SECTION OF HANDBOOK COMPLETED	18.0	71	28MAY73	28MAY73	0.0	14JUN73	14JUN73	0.0
78	82	A-V SECTION OF HANDBOOK COMPLETED	7.0	71	8JUN73	8JUN73	0.0	14JUN73	14JUN73	0.0
78	85	FINAL PROJECT REPORT COMPLETED & SUBMITTEDED	35.0	71	8JUN73	8JUN73	0.0	12JUL73	12JUL73	0.0
79	86	DOCUMENTARY & CAREER ED. HANDBK DRAF COMPLET	28.0	71	15JUN73	15JUN73	0.0	12JUL73	12JUL73	0.0
80	86	DOCUMENTARY & CAREER ED. HANDBK DRAF COMPLET	28.0	71	15JUN73	15JUN73	0.0	12JUL73	12JUL73	0.0
81	86	DOCUMENTARY & CAREER ED. HANDBK DRAF COMPLET	28.0	71	15JUN73	15JUN73	0.0	12JUL73	12JUL73	0.0
82	86	DOCUMENTARY & CAREER ED. HANDBK DRAF COMPLET	28.0	71	15JUN73	15JUN73	0.0	12JUL73	12JUL73	0.0
83	86	FINAL PROJECT REPORT COMPLETED & SUBMITTED	28.0	71	15JUN73	15JUN73	0.0	12JUL73	12JUL73	0.0
84	86	DOCUMENTARY & CAREER ED. HANDBK DRAF COMPLET	21.0	71	22JUN73	22JUN73	0.0	12JUL73	12JUL73	0.0
85	86	FINAL PROJECT REPORT COMPLETED & SUBMITTED	7.0	71	6JUL73	6JUL73	0.0	12JUL73	12JUL73	0.0
86	88	FINISH	0.0	71	13JUL73	13JUL73	0.0	13JUL73	13JUL73	0.0
87	1	START	0.0	71	7FEB72	7FEB72	0.0	7FEB72	7FEB72	0.0

PROJECT BASE DATE 1 FEB 72 PROJECT DURATION 528.1 PROJECT COMPLETION DATE 13 JUL 73

FINAL REPORT

External Evaluation Committee
For
Research and Development Project in Career Education
Lexington School District Three

Dr. Walt Bailey
Dr. Leonard Maiden
Dr. Joe Rotter

College of Education
University of South Carolina
Columbia, South Carolina

Exhibit 5

INTRODUCTION

The following report is regarding the final phase activities of the external evaluation committee - Walt Bailey, Leonard Maiden and Joe Rotter - for the Research and Development Project in Career Education for Lexington School District Three. Part I will contain the report of the post testing of the control group; Part II will contain the report of the post testing of the experimental group and comparison of the post test results of the control and experimental groups; Part III will contain the report of the final student and teacher (3rd and 4th) interviews, and Part IV will be a summary and recommendations section.

Part I

REPORT OF POST TESTING OF CONTROL GROUP
(York #2)

The control group, described in the Second Report was again tested using the same instruments administered earlier in the project. These tests, discussed in detail in the first two reports, included:

1. Occupational Picture Inventory (OPI), Grades 1-3.
2. Self Description Scale (SDS), Grades 4-6.
3. Hall Occupational Orientation Inventory (HOOI), Grades 7-12.

Results

Table I presents a graphical representation of frequencies within each of the three categories (Fantasy, Interest, and Capacity) for the post testing of the controlgroup using the OPI.

As reported in the previous report the post test did not display any distinguishable differences in most categories (Table II). However, the third grade students again were able to identify and describe more occupations than the first and second grade. In comparing the pre and post tests using the OPI there does not appear to be any appreciable difference between testings.

The Self-Description Scale was again administered to grades 4-6. The results are summarized in Tables III and IV. These same tables can be found in the previous report summarizing the pre test using the SDS. No appreciable change appears between testings with the exception that there was an increase in the number of positive personality characteristics reported on the post test for all four subjects and the number of desired jobs likewise increased.

TABLE 1

Graphical Representation of Frequencies Within Each Category for Total Sample (York #2 Post)

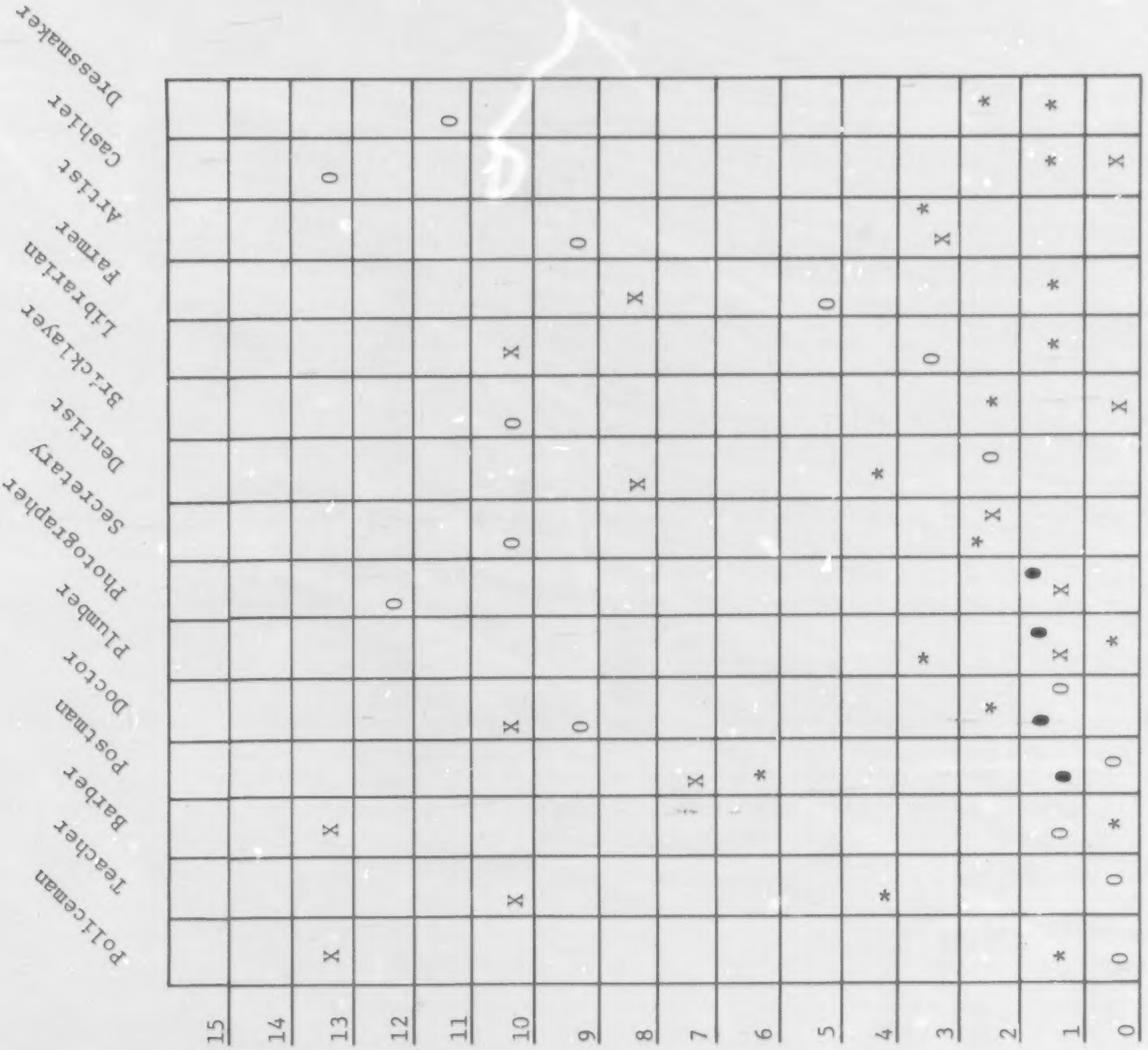


TABLE II

Frequencies Within Each Category As Identified By The Occupational Picture Inventory For Each Grade Level (York #2 Post)

	Did Not Identify	Fantasy	Interest	Capacity
Grade 3	23	27	21	4
Grade 2	34	32	10	0
Grade 1	31	28	1	0

TABLE III
Results-Self Description Scale
(York #2 Post)

Subjects	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
					0 *			X									Leader - Follower
	X		0											*			Hard Worker - Lazy
				0		X		*									Fast - Slow
		0				X				*							Calm - Nervous
	0 X															*	Likeable - Not likeable
	0 X															*	Interested - Bored
	X		0													*	Happy - Gloomy
					* X			0									Noisy - Quiet
					0 X												Keep at Work - Earily discouraged
	0		X											*			Enough Friends - Not enough friends
		X	C														Hard working - Lazy
	X	0													*		Happy - Gloomy
		0 X												*			Sociable - Alone
		0				X				*							Slow to Anger - Quick temper
		0	X										*				Calm - Often upset
	X	0													*		Helpful - Not helpful
	X		0										*				Happy - Unhappy
				0 X													Calm - Easily Upset
	X	0													*		Interested - Bored
					0	*	X										Leader - Follower
		0 X												*			Well liked - Not well liked
				0 X							*						Bold - Shy

X - Negative

0 = Questionable

* = Positive

TABLE IV

Self Description Scale-

Occupational Interest & Awareness

(York #2 Post)

	No. of Jobs	Positive Personality Characteristics	Frequency of Job Selections	
D-1	6	14	Nurse	6
D-2	6	19	Doctor	3
D-3	2	13	Policeman	5
D-4	11	18	Carpenter	3
D-5	7	17	Teacher	7
E-1	5	14	Mechanic	5
E-2	11	12	Engineer	3
E-3	4	16	Pilot	2
E-4	9	13	Lineman	
E-5	1	20	Secretary	6
F-1	7	15	Factory Wrkr	5
F-2	7	15	Warehouseman	2
F-3	9	19	Truck Driver	6
F-4	9	21	Bookkeeper	5
F-5	4	12	Sales Clerk	6
			Store Mgr.	5
			Constr. Wrkr	4
			Janitor	2
			Farmer	7

D1-5 = grade 4
E1-5 = grade 5
F1-5 = grade 6

Part II

REPORT OF POST TESTING OF EXPERIMENTAL GROUP
(Lexington #3)

The experimental group, described in the First Report was tested again using the instruments administered earlier in the project. The tests, discussed in detail in the first two reports, included the following.

1. Occupational Picture Inventory (OPI), Grades 1-3,
2. Self Description Scale (SDS), Grades 4-6,
3. Hall Occupational Orientation Inventory (HOOI), Grades 7-12.

Table V presents the frequencies within each category as identified by the OPI for each grade level. The one appreciable difference between the pre and post test was in the "did not identify" category. The third grade had a higher frequency (from 3 to 14) on the post test than on the pre test.

The SDS was administered again to grades 4-6. The results are summarized in Tables VI and VII. Tables reporting the results of the pre test may be found in previous reports. No appreciable change appears between the results of the testings. The results seemed to indicate a generally favorable self concept on the part of the respondent in both testings. In Table VII the frequency of job selecting seemed to change very little from pre testing to post testing. There appeared to be a little more acceptance on the post test for a wider range of occupations than on the pre test.

Table VIII presents comparative data of pre and post testing with the HOOI in the treatment and control samples by means of stanine scores representing the mean raw score for students at each grade level. Although there was no attempt to compare results between the treatment and control groups, there

TABLE V

Frequencies Within Each Category As Identified By The OPI For Each Grade Level (Lexington #3 Post)

	Did Not Identify	Fantasy	Interest	Capacity
Grade 3	14	48	22	2
Grade 2	24	47	8	7
Grade 1	28	28	17	6

TABLE VI

Results-Self Description Scale

Lexington #3 Post

Subjects	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		0			*						X						Leader - Follower
	X		0											*			Hard Worker - Lazy
			0		X					*							Fast - Slow
	0		X											*			Calm - Nervous
																	Likeable - Not likeable
	X	0													*		Interested - Bored
	0			X									*				Happy - Gloomy
				*	0				X								Noisy - Quiet
		0	X										*				Keep at Work - Easily discouraged
	0		X											*			Enough Friends - Not enough friends
		0		X								*					Hard working - Lazy
	0	X													*		Happy - Gloomy
		0	X										*				Sociable - Alone
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	X	0													*		Happy - Unhappy
	X	0			..										*		Calm - Easily upset
																*	Interested - Bored
			0			*			X								Leader - Follower
	X		0											*			Well liked - Not well liked
		0	X										*				Bold - Shy

X = Negative

0 = Questionable

* = Positive

TABLE VII

Self Description Scale-
Occupational Interest & Awareness
(Lexington #3 Post)

	No. of Jobs	Positive Personality Characteristics	Frequency of Job Selections	
D-1	5	16	Nurse	2
D-2	9	16	Doctor	5
D-3	2	14	Policeman	3
D-4	5	19	Carpenter	3
D-5	5	16	Teacher	9
E-1	9	22	Mechanic	5
E-2	16	19	Engineer	4
E-3	2	19	Pilot	3
E-4	8	18	Lineman	4
E-5	7	20	Secretary	3
F-1	11	18	Factory Wrkr	7
F-2	6	13	Warehouseman	3
F-3	0	8	Truck Driver	7
F-4	5	18	Bookkeeper	4
F-5	10	19	Sales Clerk	9
			Store Mgr.	8
			Constr. Wrkr	4
			Janitor	4
			Farmer	8

D1-5 = grade 4
E1-5 = grade 5
F1-5 = grade 6

TABLE VIII

Pre And Post Test Scores On Hall Of Experiemental And Control Group

	CI	RI	IK	BL	SE	A	ES	SA	SAT	RD	DA	TH	PE	LO	APT	MON	PAA	EN	CW	Q	T	DF
Grade 7																						
York #2 Pre	7	9	6	5	5	7	6	5	6	9	7	6	5	5	5	5	5	5	5	5	4	2
York #2 Post	7	8	6	6	5	5	5	5	5	9	6	6	6	5	5	5	5	5	4	5	4	1
Lexington #3 Pre	7	7	8	8	8	8	6	6	7	7	8	5	5	6	5	6	6	6	6	5	5	2
Lexington #3 Post	6	7	7	8	7	7	8	5	5	8	7	4	2	5	4	5	3	5	5	4	5	1
Grade 8																						
York #2 Pre	7	8	5	5	6	7	5	4	5	7	7	4	7	6	5	6	5	5	4	6	5	1
York #2 Post	7	9	7	6	5	8	6	5	7	8	6	8	6	5	6	6	6	6	6	6	4	1
Lexington #3 Pre	6	7	7	7	4	6	5	6	7	6	6	5	4	5	5	5	5	4	6	5	4	3
Lexington #3 Post	6	8	7	7	5	8	4	5	7	6	5	3	4	5	4	4	4	5	3	5	3	1
Grade 9																						
York #2 Pre	6	7	7	5	4	6	5	5	5	7	6	3	3	5	4	5	4	4	4	4	3	3
York #2 Post	7	6	6	5	6	8	6	6	7	8	6	4	5	4	4	5	4	4	4	4	3	1
Lexington #3 Pre	7	7	6	4	6	5	6	5	6	7	8	5	4	6	6	5	5	6	5	5	5	2
Lexington #3 Post	6	8	6	5	6	6	7	4	3	9	5	5	5	6	4	6	6	5	5	5	4	3
Grade 10																						
York #2 Pre	8	8	7	4	4	7	4	6	6	6	6	5	4	5	4	5	5	4	4	5	3	3
York #2 Post	7	9	7	6	6	7	5	6	5	7	6	7	5	5	5	4	4	4	4	5	4	1
Lexington #3 Pre	8	5	7	7	8	7	7	7	8	6	4	4	4	6	3	6	4	4	5	4	5	2
Lexington #3 Post	7	6	8	7	6	6	6	6	7	7	6	5	5	6	4	6	4	4	5	4	5	1

TABLE VIII (Continued)

Pre And Post Test Scores On Hall Of Experimental And Control Group

	CI	RI	IK	BL	SE	A	ES	SA	SAT	RD	DA	TH	PE	LO	APT	MON	PAA	EN	CW	Q	T	DF
Grade 11																						
York #2 Pre	7	7	5	5	8	6	5	5	6	6	6	5	4	6	5	6	5	6	6	7	6	2
York #2 Post	7	7	7	6	6	8	6	6	6	7	8	5	4	5	4	5	5	5	4	5	5	2
Lexington #3 Pre	6	8	6	5	4	6	6	5	5	8	8	6	6	5	5	6	5	5	5	5	5	3
Lexington #3 Post	7	9	7	5	4	6	5	3	3	4	6	8	2	6	2	5	1	3	4	2	5	1
Grade 12																						
York #2 Pre	7	5	5	7	4	5	4	6	7	6	4	3	3	5	6	5	5	4	3	5	5	3
York #2 Post	7	7	7	6	6	8	6	6	6	7	8	5	4	5	4	5	5	5	4	5	5	2
Lexington #3 Pre	7	5	6	8	6	6	6	6	7	5	4	4	4	5	4	5	4	5	4	4	5	2
Lexington #3 Post	7	7	6	9	9	8	4	9	8	9	1	6	3	6	6	5	2	4	5	6	3	1

was, however, an observation of changes (2 or more stanine scores) in scores within each group. This observation did not reveal any appreciable difference within the groups. An analysis of the data from the post test would warrant quite similar remarks as presented in previous reports.

When comparing the post test results of both districts on the OPI and SDS, few appreciable differences may be observed. Both populations indicated a generally favorable self concept and more respondents in both groups answered that they perceived of themselves as followers than did as leaders. On the "frequency of job selections" sections of Tables IV and VII both populations demonstrated similar trends. In both tables the preferred occupations were those of teacher and farmer. The least preferred by the Clover group was lineman and the Lexington group seemed to prefer least the occupation of nurse. Other different but slight variability may be observed in the responses of the groups.

Part III

Report of Second Student Interview

A second structured interview was held during the spring with a group of randomly selected students. The students were originally interviewed during the fall to determine their attitudes toward others, themselves, school, and the world of work. The same interview form was used in the spring to determine if changes in attitude or increased awareness could be detected.

Grades 1-6

Results of the second interview were similar to the original interview in that students in the early grades had a generally positive attitude about themselves, others, and school. Students in grades 4-6 were more selective in their statements with a range of responses concerning relationships with others and attitude toward school. Most students could name a number of occupations and virtually all named an occupation they wished to pursue as an adult. Generally, the jobs to which the students aspired were high-level such as teacher and doctor, especially at the lower-grade level. Interestingly, many students were positive in their statements that they did not wish to do the same kind of work as that performed by either their father or their mother.

Grades 7-12

A vast majority of students interviewed in grades 7-12 stated that they were more familiar with occupations than they were a year earlier. Most mentioned that this increased familiarity was the result of field trips, a specific course, or the career education program. Several students stated that they had not participated in a field trip during the year but a majority

could list a number of trips and, in most cases, the specific industry or attraction was named. Students were about evenly divided in their opinions regarding the relevancy of subject matter during the current year as opposed to previous years. However, all students stated that school has meaning even though a number of answers were a succinct "learning".

Students were generally positive about their relations with other students. Most stated that they have a number of friends and that friendships are an important aspect of school life.

All students mentioned some aspect of school which they particularly liked. A number of cocurricula activities were mentioned but virtually all students included activities related to the instructional program. Conversely, a majority of students mentioned at least one thing they did not like about school. Interestingly, a number of students in grades 7-12 fail to mention an occupational preference. Most feel that school is important but only a limited number specifically mention school as a means of preparing for a job. However, responses to the question concerning why people choose certain jobs, virtually all students mentioned interest in the occupation as a primary factor influencing job choice.

Summary of Student Interviews

There appears to be no major contrast in student responses between the first and second interviews. This condition may be explained by the fact that the school year was well underway before the first interviews were conducted and students had been subjected to considerable instruction and orientation before the original interviews were completed. Nonetheless, it is obvious that many responses from students during the fall and spring interviews were influenced by the Career Education Program. A review of the reports of both

interviews will indicate that students were aware of the program and had some knowledge of program goals.

Report of Third Teacher Interview

In early April a questionnaire was mailed to the twenty-four teachers included in the evaluation of the career education program. Twenty teachers responded to the request for their reaction to certain aspects of the program. Teachers were asked to respond to eleven statements by checking a five-point scale as follows: (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree. The statements were written in positive terms, therefore agreement with a statement indicates a generally positive feeling on the part of a respondent toward the program characteristic described in the statement.

Teacher responses are summarized on the accompanying table which also includes the mean of all reactions to each statement. Again, the lower the mean, the greater the indication that teachers are in agreement with the statement.

The eleven statements included in the inventory are as follows:

1. My overall opinion of the career development program is positive.
2. My feeling has become more positive toward the project as the year has progressed.
3. The student activities were realistic in meeting the project objectives.
4. The orientation program conducted during the summer was adequate in preparing me to implement successfully the program.
5. The ongoing inservice training program conducted during the year has been adequate in preparing me to successfully implement the program.

6. The community has been sufficiently involved in the program.
7. Resources, materials and equipment have been adequate to meet program objectives.
8. Cooperation among teachers has been excellent in the implementation of the project.
9. Student attitude toward school has changed positively as a result of the project.
10. Student knowledge of job opportunities and requirements has increased as a result of the project.
11. I would recommend that the career development project be continued next year.

CAREER DEVELOPMENT INVENTORY #3

Summary Table
Number Responding

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree	6 Mean
1	11	6	2	1	0	1.65
2	9	5	4	1	1	2.00
3	3	13	2	2	0	2.15
4	0	4	5	7	4	3.55
5	0	8	7	2	3	3.00
6	2	13	2	2	1	2.35
7	0	10	4	5	1	2.85
8	6	10	3	0	1	2.00
9	1	8	4	7	0	2.85
10	8	9	3	0	0	2.25
11	11	7	1	0	1	1.65

Inventory #3 also requested that respondents make comments relative to each statement and additional space was provided for suggestions should the program be continued. Virtually all teachers made comments in addition to their checked responses and all included suggestions. Representative comments are as follows:

Statement 1: As this was the first year of the program, students were oversaturated but I think next year's program should be more effective as the teachers are better prepared.

I feel that the program is needed and helpful.

It gives all children an opportunity to participate and develop an interest in existing jobs.

Statement 2: My feelings were positive long before we put the project into being. I have wanted to see this for many years.

I liked the program all the time. I have always used this approach.

My interest has developed through contact in my school and other schools visited.

Statement 3: The students got a chance to act in real-life situations.

Some teachers who did not understand the project made unrealistic assignments.

Projects selected were those in which students had a natural interest.

As near as we had materials to work with.

Statement 4: The teachers that attended were more aware of what had to be done.

Considering what was done last summer, one meeting of entire faculty would have been sufficient.

Anyone who had done unit work was better prepared, otherwise, not enough help.

The summer program didn't offer enough and should be added to.

Yes, because I attended each meeting and had my units prepared.

No, every teacher should have been involved. We should have had more advice and broader planning.

Statement 5: We haven't had any inservice training program this year.

We need summer workshops and more equipment.

Statement 6: Community has been very kind to us because of the children.

Sufficiently involved as well as cooperative.

They had done all they could.

There should be more involvement.

Statement 7: Materials allotted per group were not made known or understood.

Materials were requested but not received.

Not knowing what to order ahead of time made things a little slow but we have had plenty to work with.

We have received most of the materials requested.

More materials and equipment is needed.

Statement 8: Cooperation was splendid.

All have tried very hard.

Statement 9: Students have expressed a desire to stay in school and prepare for the future.

Not in early grades.

It was thrust too strongly upon the students and they objected.

Statement 10: No way of proving.

More awareness in third grade.

Definitely, because we have talked more about jobs.

They know more than they would have known without the program.

Statement 11: I very much hope that it is with us to stay.

Yes, this project should be continued because it is needed and we know more about how to make it work.

I feel that it has been most successful and should be continued.

At least to some degree.

In addition to the eleven statements to which teachers were asked to respond, space was provided on the inventory for general comments and suggestions. Most were similar to those included as comments associated with the eleven statements but several are included below because of their uniqueness or significance:

Stress the dignity of work in any and all careers.

Less emphasis on the program and more on helping the students.

Our school should be able to carry on with career education quite well, probably without outside help.

Longer period of planning before undertaking project.

Require teachers to attend training sessions.

A city the size of Batesburg limits the topics to consider as units because of the limited places to visit.

I was highly impressed with the procedure employed.

Needs to become more prevocational because many drop out before ninth grade.

Choose projects not for next year so that preparation may be made for materials, field trips, etc.

Do not let the interest die.

Report of Fourth Teacher Interview

A third personal interview of the twenty-four teachers included in the evaluation was completed in May of 1973. Questions directed to the teachers were basically similar to those asked in February. The purpose of the interview was to determine the attitude of the teachers toward the Career Education Project and to detect changes of opinion during the course of the year. In the third interview the teachers were asked to identify strong and weak points of the program, make suggestions for improvement, and to give their opinions concerning the affect the program has had on students.

A number of interviewees stated that field trips, involvement of students, job awareness, and the mutually supportive group work by teachers were strong points of the program. Several teachers also mentioned additional materials, greater enthusiasm on the part of students, and increased relevancy in the instructional program as additional benefits of the project.

Criticism of the program included time demands placed upon teachers without compensation, poor liason and communications between the program directors and teachers, lack of materials, and the overlapping of units among grade levels. Several teachers also expressed disappointment that administrators and higher officials did not show more interest in the program.

A number of suggestions about the program were made by the teachers. Major comments are as follows:

1. Grade chairmen should form an executive committee to coordinate unit planning,
2. teacher aids should be employed to permit increased individualization of instruction,

3. additional materials should be provided,

4. a mandatory summer workshop, with pay, should be conducted,

5. communications between and among all involved in the project should be improved,

6. planning time should be provided; either during the school day or during non-school hours with extra pay,

7. administrative personnel should visit classrooms more often,

8. more resource people should be invited to classes.

Teachers were generally positive concerning the effect the project has had on the learning environment in the schools. Virtually all teachers interviewed stated that the program had some positive influence upon the entire school, including administrators, teachers, and students. In cases where the teacher felt that the overall impact of the program was limited, certain advantages such as additional materials and increased support were mentioned as program benefits.

Summary of Teacher Interviews

During the 1972-73 school year a random sample of teachers was interviewed four times of which three interviews were personal and one was through a mail questionnaire. The three personal interviews were conducted in the fall, winter, and spring and the mail inventory was completed in early April. Questions on the interview forms differed but each interview was designed to secure similar information about the project.

Generally, teachers had a positive attitude toward the project which was consistent throughout the year. No significant improvement in attitude was detected but it should be noted that teacher responses concerning the project revealed an excellent attitude on the part of teachers from the inception of

the program. Several teachers did state that their original apprehension about the program had been overcome.

The feelings of the teachers about the career program may best be summarized as supportive of the program in virtually all its aspects but somewhat critical of program operation and implementation. A review of suggestions made by teachers in each of the four interviews will reveal areas of concern, most of which are operational in nature rather than objectives to the basic concept of career education. These criticisms are included on the interview reports and are reflected in the recommendations section of this report.

PART IV

SUMMARY

The purpose of the services provided by the external evaluation committee composed of Drs. Walt Bailey, Leonard Maiden and Joe Rotter was to determine whether the process and product objectives of the Career Education Project of Lexington School District Three were achieved during the school year 1972-73. To achieve the objectives, the following services were provided and reported:

1. Pre and post test the experimental group (a random sample of 60 students, grades 1-12, from Lexington School District Three) with the following tests:

   Occupational Picture Inventory (Grades 1-3)
   Self Description Scale (Grades 4-6)
   Hall Occupational Orientation Inventory (Grades 7-14)

2. pre and post test the control group (a random sample of 60 students, grades 1-12 from York School District Two) with the same tests administered to the experimental group,
3. hold four periodic interviews with a random sample of 24 teachers from Lexington School District Three,
4. hold two periodic interviews with a random sample of 60 students from Lexington School District Three.

York School District Two was selected as control group because of close statistical comparability to Lexington School District Three.

The results of the pre and post testing on the Hall Occupation Orientation Inventory revealed no appreciable differences between and among groups. Both

populations indicated a generally favorable concept regarding themselves and the "world of work."

Although there were no major contrasts between the first and second student interviews of the control group, it was obvious that many responses were influenced by the project. The statements of students which were related directly to the project indicated a favorable attitude and appreciation for the project. A review of the student interview results indicated that the students were aware of the program and had some knowledge of program goals.

The teacher interview data indicated that most teachers had a positive attitude toward the project which was consistent throughout the year. The feelings of the teachers regarding the Career Education Project may best be summarized as supportive of the program in virtually all its aspects but somewhat critical of program operation and implementation.

The following recommendations are made on the basis of data received from the testing, student interviews and teacher interviews:

1. The Career Education Program in Lexington School District Three schools should be continued. The program has had a positive impact upon the educational environment in the schools and the potential of the program as a catalyst for improving the instructional program is promising.
2. A well-planned summer workshop of at least two weeks should be held with the primary emphasis upon the development of learning experiences by teachers. Efforts should be made to include all teachers in the workshops.
3. Committees should be formed to the purpose of defining the role of program coordinators and central staff in the conduct of the program.

4. A greater effort should be made to broaden the concept of career education to include all learning activities as opposed to the primary occupational orientation of the current year.
5. Committees should be established to coordinate learning activities among the grade levels and subject areas.
6. Decisions regarding materials and equipment should be made during the summer to assure availability of items when required.
7. The assignment of support personnel to individual schools, rather than a central office, should be considered.
8. The opportunity should be provided for some grade levels to experiment with teacher aids to facilitate individualized instruction.
9. In-service workshops should be held during the school year after normal school hours or on Saturdays.
10. Teachers should be encouraged to visit schools in other districts, industry, and service organizations to broaden their knowledge of community resources.
11. Central staff, general school administrators, and other officials should demonstrate a greater interest in the program to boost the morale of teachers and to enhance the image of the program.

VII. CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

As a result of the overall efforts exerted during the eighteen months of the project, all teachers became involved in reaching all students in the pre-determined minimal educational activities. All but one of the fifteen major process objectives were fulfilled, some to a greater extent than others. Of the eighty-six project objectives, eighty-three have been completed, leaving only three project objectives unachieved. In addition, it should be noted that, as the project progressed throughout the year, the needs of students, teachers, and administrators required that other less formal process and project objectives be developed and achieved.

In the area of product objectives, it is not possible to access what, if anything, has been achieved. Although test scores reflect no change, teachers and principals maintain that student behavior has changed positively in the pre-determined areas as a result of project activities; however, the only firm evidence to suggest that career education has benefited students is the district's decision to continue and expand the career education activities next year at a reduced level of outside funding.

Within the eighteen months that this project has been in operation, there has been a marked increase in the level of awareness of and interest in career education throughout the state and within the state educational agency. Although it is difficult to determine how much of this increase is directly attributed to the project, it would appear likely that the project did make a major contribution to the increased awareness and interest.

More apparent is the project's direct contribution to the state's general understanding of career education. As an end product of this year's project operations, the South Carolina Department of Education is developing a slide/sound presentation that documents the planning, implementation, activities and outcomes of the career education project. Multiple copies of this presentation will be available to school districts throughout the state. Instead of preparing the formerly proposed supplementary implementation guide, the state career education consultants now plan to produce an Instructional Television in-service series with printed supportive materials to accompany it. (State monies of the Office of Vocational Education, South Carolina Department of Education, will be used for this activity.)

The Lexington School District Three Project Staff summarized their eighteen-month report with the following conclusions, implications, and recommendations:

1. Community Resource Council (CRC): This advisory group is composed of community leaders. The project staff decided that the CRC should not hold regularly scheduled meetings but should meet as the need arises. Further agreed upon was the idea that the CRC should be at the project staff's disposal at any time.

2. Project Visitation: To prevent complications, visitors should verify in writing or verbally the date, time, and exactly those activities they wish to observe.

3. Budget: In order to assist in keeping the budget current, perhaps monthly meetings between the district staff and the project coordinator should be held. (Any system which will successfully monitor project expenditures will serve the same purpose.)

4. Mini-Course: Course content and dates for implementation should be planned before the school calendar is completed.

5. Guidance Planning Sessions: In order to plan the guidance functions involved in career education, the project guidance coordinator decided that a set schedule for meetings should be established.

If continued support is provided by the top local and state administrators, the project in Lexington School District Three should become a transportable one. The present consensus among the teachers and administrators and project staff is that the program be continued.